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. . Recreation Reinterpreted . .

By

EDUARD C. LINDEMAN

Professor of Social Philosophy
New York School of Social Work;
Director, Division of Recreation Projects
Works Progress Administration

IN HIS address before the International Power Congress, President Roosevelt confronted his audience with the problem of leisure. He intimated that recreation was as much a responsibility of a well-organized society as continuous employment. As he closed his appeal for the people's leisure, his audience of engineers broke into excited applause. They seemed to sense that he was on the verge of a prophetic utterance.

Thus far, recreation has been promoted primarily by educators, social workers, and philanthropists; emphasis has been placed upon playgrounds for children and the basic appeal has been on behalf of children living in crowded urban centers. It now becomes clear that recreation for all the people, adults as well as children, is a public responsibility in which all the agencies of government may appropriately participate. The growth of this sense of responsibility is accompanied by a changing concept of the role of recreation in modern life, and it is this change in the public attitude which I wish to register.

AS PREFACE to the reinterpretation of recreation, it seems pertinent to furnish certain facts concerning the various advances which the agencies of our Federal government have made in the sphere of recreation. It came as something of a surprise to this member of the President's inter-departmental subcommittee on recreation (one of the numerous committees composed of government employees appointed for the purpose of making recommendations regarding the reorganization of the Federal government) to discover that thirty-five separate bureaus, offices, and agencies of the Federal government had already assumed responsibility for furnishing recreation to the people. Best known among these agencies is, of course, the National Park Service with its twenty-six national parks comprising fifteen million acres of land, more than five millions of acres of which have been brought within this system of parks during the past decade. In a single year as many as ten million citizens visit these parks for recreational and educational purposes. Next in importance is the United States Forest Service, which operates one hundred and forty-seven units consisting of more than two hundred million acres of forest land. Again it is to be noted that twenty-million acres of new forest lands have been added during the past decade. The principal aim of the Forest Service, of course, is conservation; but the present administration is now striving to make these public lands and the lakes and streams therein available for the people's leisure. Likewise, the Bureau of Biological Survey, with its academic-sounding title, exists primarily to protect and increase the wild animals, birds, and fish of America, but in performing this task the Bureau has discovered many ways of extending outdoor recreation to the people on its two hundred and more bird refuges and wild life preserves comprising over five million acres of land and water. The educational program of this agency is gradually bringing order to the sports of hunting and fishing.

Under the control of these three agencies of the Federal government alone, there exists a vast domain, almost ten times the size of Denmark, for example, which is gradually being made accessible to the people. In these areas fishermen, hunters, naturalists, hikers, and campers may find scenery of great variety and opportunities for the widest diversity in recreation. But, what is perhaps more important still, they will also find in the future that all of these types of leisure-time activity will be guided and enhanced by government employees trained in modern recreational methods; when skilled guidance is provided these opportunities will in turn become inviting to steadily increasing numbers of citizens.

OTHER agencies of the Federal government give attention to the people's leisure in manifold ways. The Extension Service of the Department of Agriculture has recently employed a recreation specialist whose principal aim is to train rural leaders. The Children's Bureau of the Department of Labor, the Office of Public Health, the Office of Education, the Indian Bureau, and numerous other agencies now view recreation as an integral part of their more specialized programs. Developments in this field have been so rapid and so disrelated that it is not possible to give an accurate account of the government's total activities but, happily, such facts will soon become available: Congress enacted a law in June of last year authorizing a comprehensive study of public parks, parkways, and recreational-area programs of "the United States, and of the several States and political subdivisions thereof, and of the lands throughout the United States which are or may be chiefly valuable as such areas" and this study is now under way. With this information in hand the various agencies

A paper presented before the American Physical Education Association Convention, April 1937, New York City.

of the Federal government may begin to lay the groundwork for a national plan to extend and elevate the people's leisure.

In the meantime, the Works Progress Administration has furnished a new impetus to community recreation throughout the nation. During the past two years this agency has allocated more than $300,000,000 to the construction of parks, playgrounds, community centers, swimming pools, and other recreational facilities. These projects are second to only one other item of WPA expenditures, namely, roads and highways, and constitute twelve per cent of total WPA allocations. But not all of this money has been utilized for physical equipment; in the early days of the works program it was discovered that many so-called white-collar unemployed workers had been trained in recreation or possessed capacities for such work; local committees responsible for formulating projects to be submitted to the WPA began requesting recreational leaders; finally, a Division on Recreation Projects was organized. In November, 1936, more than forty-five thousand professional workers were on recreational projects and ninety-four per cent of these were certified for relief; their earnings fluctuated from two to three million dollars per month during 1936. Two-thirds of these employees were men, and the average monthly earnings of all workers on recreation projects was slightly above sixty-eight dollars for the country as a whole.

ONE seasoned recreational specialist recently stated that the WPA recreation program had advanced recreation more in two years than would have been possible in terms of normal growth in thirty years. If this estimate is to be trusted, it gives rise to a most significant question, namely: *How much of this gain may be made permanent?* A proper answer to this query depends upon (a) the future role of the Federal government in promoting long-term planning for recreation, (b) the extent to which citizens comprehend the meaning of modern recreation, and (c) the extent and the quality of training facilities to be offered to those who may choose recreation as a future occupation. It seems to me obvious that the Federal government will go forward with its program which will ultimately include some mechanism for coordination, research, planning, and perhaps equalization of recreational opportunities. It seems certain to me that recreation is one of the few professional vocations which must grow; my certainty derives from the belief that hours of leisure are destined to increase, that unguided leisure invariably becomes a public liability, and that citizens generally are coming to feel that wholesome recreation is a primary public function.

In the files of the Division of Recreation Projects of the WPA at Washington, there are names of some fifteen thousand citizens who have served on local recreation committees and councils during the past two years. Letters from these laymen give sure indication that the leisure problem is now being discussed by many persons who have not hitherto been touched by the recreation movement. In short, my assurances emanate from the fact that organized recreation is now being demanded by the people, and when such a request arises in a democracy the response is inevitable.

WHAT, then, is it that the people desire for their leisure? The changing mood of the people in this connection can no longer be stated in quantitative terms. They want playgrounds for children, of course, since three-fourths of all the cities in the United States have yet to assume this minimum responsibility, and in 1930 there was an average of less than one playground for three thousand children. The people want playgrounds, yes, and they want community centers, golf courses, and tennis courts for those who cannot afford to belong to private country clubs, but they want something more important still. I hesitate to give answer to my own inquiry because it is hazardous to presume to act as spokesman for a folk, but if my experience in attempting to meet the recreational needs of people during these bitter years of depression is a trustworthy guide, I can say this: *The American people are striving for recreational experience which is compatible with the democratic way of life.* Just as they have come to believe that poverty is not caused by Providence, nor by natural law, nor even by economic law, so also have they come to recognize the anomaly of a leisure class. Slowly they come to see that the worth of life in a technological society is likely to be determined by that variety of growth and expression which arises in leisure. If their labor reduces them to the role of machine-tenders, they still want to be persons and leisure offers them the fairest opportunity for personality development. If their necessary labor utilizes only the accessory muscles of the hands, forearms, and feet, they still want to be completed organisms capable of using their entire bodies. In short, they see in recreation an opportunity for adapting themselves to a machine age. Thus far, the principal effect of the machine has been to fractionalize experience but it is not natural for the organism, the personality, to be reduced to segments; on the contrary, the living person who is healthy and normal must strive to become whole. Recreation now becomes a pursuit, not for filling in idle hours, but a dynamic enterprise of fulfillment.

In a democracy the people must experience freedom. But, in a technological society certain forms of freedom tend to diminish. The freedom to move to the land if the city dissatisfies, the freedom to exchange jobs, or the freedom which comes from job security, and the freedom to choose one's vocation—these forms of freedom have been restricted. Also, in a technological society all varieties of control tend to become collective; industrial organizations become so vast as to drive the personal equation toward elimination; trade unions become gigantic mechanisms operating on a national scale; indeed, all functions in a technological society tend to get themselves organized, and in this ever-widening complex of organization the individual is lost. But, he doesn't wish to be lost; if he is a normal human being, he will demand freedom still. As the citizen in such a

(*Continued on Page 443*)

Setting the Stage for Safety

By

HERBERT J. STACK, Ph.D.

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of Casualty and Surety Underwriters

WHAT should a well rounded high school safety program consist of? This is a question that many high school principals and physical educators have been asking. Is traffic safety the only subject that should be stressed, or are there other phases of the safety program that are likewise important? It is significant to note that of the twenty-two high school courses of study on safety issued in recent years by states and cities, in only three manuals is there any material presented outside of traffic.

It is true that the traffic problem and driver education are of more immediate attention and overshadow other safety subjects less spectacular but none the less important. However, as a high school principal bluntly put it, "A youngster killed in a firearms or a drowning accident is just as dead as if he had been killed by a truck." As we have observed the steadily increasing number of high schools including driver education in their programs, we have not been alarmed, feeling that the remarkable interest in this phase of safety would carry with it other less spectacular phases.

How shall we determine what kinds of safety need to be stressed in the secondary school? There are three questions from which criteria can be established to justify inclusion of safety content.

First: What accidents are killing and injuring pupils of the secondary school age-level?

Second: What kinds of activities involving certain hazards do pupils of this age engage in?

Third: What safety activities does society provide to safeguard life and property?

We will not burden you with statistical or philosophical methods of setting up criteria; these have already appeared in published studies. We are more interested in plunging into the practical side of what to include in a well balanced program. Suffice to say we know that the high school age is one of the dangerous periods of the life span, and that three kinds of accidents—drowning, firearms, and recreational—reach their peak during adolescence, while traffic accidents reach a high point just above the high school age. The accompanying graph shows the facts about accidents occurring at the various age-levels.

We know that in increasing numbers adolescents are learning to swim, are competing in athletics, using firearms, working in school shops, learning to drive cars, and doing many other things in which there are potential dangers. If high school pupils are being killed and injured in certain accidents; if a study of their activities shows that they are doing things in which there may be some hazards, there can be no doubt that one of the important functions of our secondary schools is to provide education that helps prevent these accidents.

A complete high school program will include two kinds of activities, first the curricular, and second, extension activities, usually called extra-curricular.

The activities of the curriculum, justified by criteria that have been previously established, should cover all six years of the secondary school, being included in health education, civics, and science in the seventh and eighth years, and other subjects in grades nine to twelve.

The Work of the Physical Education Department

It is not to be expected that physical education can undertake the whole job of providing a complete safety program for the high school. Social science, household arts, vocational and other teachers also have an important responsibility. The physical education department can act in much the same way that it does in the health education field by assisting other departments in the school in organizing instructional materials for various subjects. In many cases, this may be accomplished by having the principal call a meeting of chairmen of various subject fields, especially those mentioned above.

Each chairman would then be asked to prepare an outline of what was to be included in the various subjects under his supervision, for example, social sciences—civics and problems of democracy; sciences—general science, biology, physics, chemistry; vocational — all school shops; household arts—cooking and home management; physical education—all coaches and teachers.

This committee's members would be asked to prepare a brief outline of what it was to include in its program. Subject teachers would be asked to submit plans for various safety items to be stressed as a part of the subject matter of their courses.

At the next meeting, each department chairman would be asked to submit a brief report of his outline. Let us hear from several of the chairmen.

The Director of the Health and Physical Education Department

Our responsibility is first of all to provide proper safeguards for pupils using the gymnasium and swimming

A paper presented before the Safety Section of the American Physical Education Association Convention, April 1937, New York City.

pool, and for those competing in intramural and varsity athletics. Each coach has worked up a program for safeguarding the sport which he is in charge of. We have worked up some gymnasium standards and will train a leaders corps for assisting in the supervision of activities. Our coaches have been studying the standards for accident prevention in athletics proposed by Dr. Frank S. Lloyd in "Safety in High School Physical Education."

We have also worked out rules to be followed in intramural sports, not only for the training of competitors, but also for the supervision of each sport.

Each year we will give some instruction in swimming and water safety, culminating in the senior year with Red Cross Tests for advanced swimmers. First aid is included in the junior year with twenty lessons given to all students enrolled in physical education classes.

In the senior year all students will be given sixteen lessons in traffic safety instruction. These will be given to both boys and girls as a part of their physical education program. In this course we will organize this work with the following time allotment:

	Periods
The Place of the Automobile in Modern Life	1
Physical and Mental Characteristics of the Driver	2
The Automobile—What Makes It Go	1
The Highway	1
The Causes of Highway Accidents	1
Driving Skills	1
Driving Under Unusual Conditions	1
The Pedestrian	1
State and Local Traffic Regulations	2
The Work of State and Local Traffic Authorities	1
Physical and Mental Tests for Drivers	1
The State Drivers License Test	1

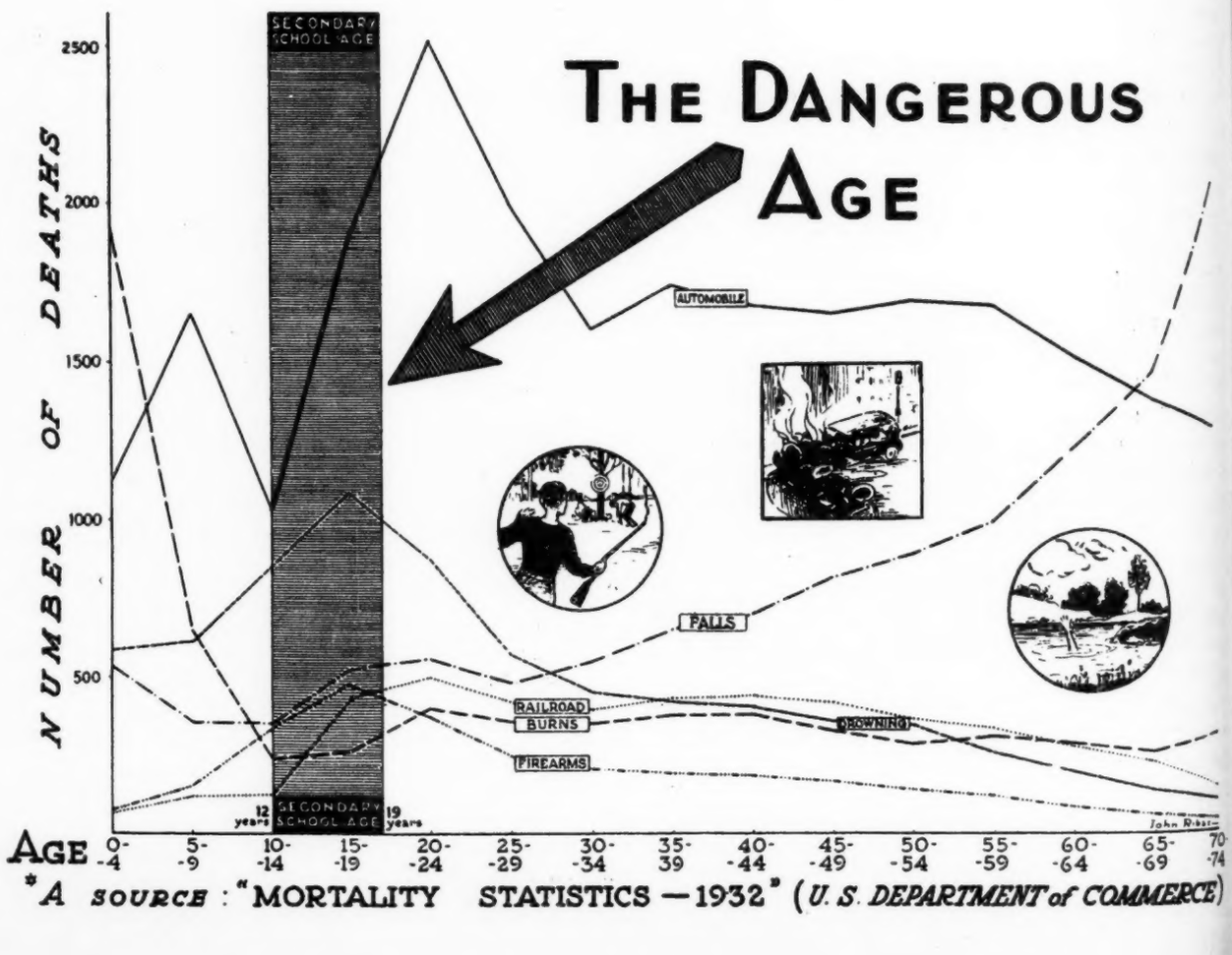
This would cover the most important subjects to be stressed in traffic safety. Most of this instruction will be given by physical education teachers but certain units such as the mechanics of the car will be given by the automechanics teacher, while in other cases we will invite in local traffic safety authorities to lead discussions. In addition to the sixteen lessons, this group will meet several times during the year for special motion pictures and illustrated talks by outside experts.

The Director of Social Studies

Two of our social studies have a direct connection with safety, the first Community Civics, and the second Problems of Democracy. In the first we will include several units of instruction on the following subjects:

(*Continued on Page 448*)

ACCIDENTAL DEATHS IN UNITED STATES BY AGE GROUPS*



*A SOURCE: "MORTALITY STATISTICS—1932" (U. S. DEPARTMENT of COMMERCE)

Some Physiological Effects of Activity

By

ADRIAN G. GOULD, M.D.

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WORK requires the release of energy through the consumption of fuel, whether the activity is performed by a steam shovel or by the human machine. Any muscular activity of man's body is work, even though this activity may not culminate in financial reward. All types of athletic and play activities are therefore muscular work of varying grades of severity and all require energy for their consummation.

The steam shovel knows no fatigue. With an adequate supply of fuel it will work indefinitely with an ever constant maximum rate and force. Exhaustion of its fuel, however, means that it is no longer able to function. The fuel supply is therefore a limiting factor in its production of work. The human body is fatigable. In fact, it can be completely exhausted by strenuous activity in the short period of thirty to thirty-five seconds. In exhausting activity of such short duration, the fuel supply has not been the limiting factor. The glycogen stores of the liver have been scarcely touched, the fat depots of the body have not been called upon for their stores, and the muscle proteins are still intact.

If the human machine has not come to a stop because of a shortage of fuel, what has been the cause of this interruption of its performance? There are several possibilities that we must consider. First, the transportation system which brings the fuel to the working muscles may be inadequate in supplying fuel. Second, the transportation system which supplies the oxygen to the working muscles may fail in its function—that is, the supply of oxygen may not meet the demand for it. Third, the heart, which is the propelling power behind the transportation, may not be able to drive the transports, which we may represent as cubic centimeters or liters of blood, to the muscles sufficiently rapidly.

Let us consider these possibilities in sequence. Under normal conditions of muscular activity, of rest, and of exhaustion from muscular work of short duration, analyses of the arterial blood will show that its content of glucose is fairly constant. Since this is the case, there has been no lack of fuel for the immediate use of the muscles for their production of energy.

Studies of men during fatigue and exhaustion have shown among other things that as exhaustion approaches, the individual becomes more and more "winded." In spite of an increased respiratory rate and an increased depth of respiration, there is an apparent shortage of air, and hence oxygen, within the body. The chest heaves, the nose dilates, and air is inhaled through the mouth as well as through the nose, yet the apparent air hunger is not appeased. Obviously, there is ample air obtainable. A layer of atmosphere extends from the earth for miles into the sky. There is a constant supply of oxygen within the lungs but the blood transportation system is neither able to carry it rapidly enough from the alveoli to the active muscles nor in sufficient amounts to stave off exhaustion.

It is a well known fact that during work glycogen or glucose is ultimately broken down in the body to at least lactic acid without the use of oxygen, but that oxygen is used to aid in the resynthesis or removal of the lactic acid and the restoration of the body to its condition before work. If the oxygen supply is adequate to the demand for it, the lactic acid is removed as fast as it is formed. When, however, the oxygen supply does not meet the demand for it, as in heavy work, lactic acid accumulates in the muscles, blood, and lymph. Thus, during fatigue and beginning exhaustion, the blood lactic-acid content will be found by analyses to be rapidly rising in amount. When its content in the blood has reached 0.3 per cent, exhaustion occurs. This constantly increasing lactic-acid content during strenuous work indicates a shortage of oxygen, for when oxygen is adequate in amount, lactic acid does not increase in quantity but is removed as rapidly as it is formed. Under the usual conditions of strenuous exercise or work, the blood is carrying approximately its maximal amount of oxygen. By means of training, it may be possible to increase the oxygen capacity of the blood slightly, but not enough to stave off air hunger to any great degree.

Obviously then, to get more oxygen to the body tissues during strenuous work would entail a much greater quantity of blood to transport the oxygen or, if the blood volume remained constant, a much faster rate of circulation of the blood. The first alternative is out of the question. There is no conceivable way of doubling or tripling the body's blood content. As to the other alternative, namely, increasing the speed of the blood stream, we find that during any strenuous activity the heart rate, and hence the circulation rate, has been more than doubled over the normal resting rate. The heart of man during normal health is incapable of responding to muscular activity by an effective rate greater than 160 to 180 beats per minute or about double its rate during skeletal muscle rest. Rates well over 200 have been recorded but the efficiency of the heart at such a high beat is less than at a much slower rate. The circulatory apparatus is therefore the limiting factor to

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the amount of strenuous activity in man.

Were the gases of the blood merely held in physical solution as gases dissolved in water, we would require about fifty times the quantity of blood that we now have, or the amazing figure of over 175 quarts of blood! This volume of blood would weigh more than the body which contained it. By virtue of the chemical constituents of the blood, the gases are held in chemical combination as well as in physical solution so that four or five quarts of blood are able to hold the same quantities of oxygen and carbon dioxide as would the previously mentioned 175 quarts by physical solution alone. In spite of this wonderful provision of nature, one can run to complete exhaustion in approximately thirty seconds.

Inasmuch as the blood volume at any time is fairly constant and the pumping action of the heart is a variable factor, it would appear that the heart must bear the brunt during strenuous work or athletic activity.

The Growth of the Heart During Childhood

According to Terman and others, the heart of a child is small compared to his arteries. "During growth the width of the aorta increases only three times; that of the heart twelve times." To further quote Terman, "The adult ratio between heart and arteries is not attained until the later years of adolescence, previous to which time all exercises and games making heavy demands on strength or endurance are dangerous." Lucas states that the volume of the heart increases from 160 to 225 cubic centimeters during the period of adolescence. During this period of change there may occur alterations in the rhythm, palpitation, and other functional heart and circulatory changes, which although not pathological and of little significance, nevertheless become more pronounced upon exertion with its resultant fatigue. These exaggerated effects may become a source of worry to the child and its parents.

With these facts in mind, are we to reject exercise, and particularly athletics, as being harmful in general to all children, or are we to be more conservative and consider exercise as of sufficient value to be retained and to be prescribed individually after careful study of each child, and with the added safeguard of careful supervision throughout the period of training and of competition? I believe that we should choose the latter course and steer straight for the goal, making no deviations or exceptions for special cases that may arise.

That functional dilatation must occur in all hearts during strenuous activity may be deduced from the following facts: The normal healthy heart discharges during rest from four to nine liters of blood per minute. Under conditions of heavy exercise or work the discharge of blood per minute into the aorta is from twenty to thirty-six liters—at least a fourfold increase. Doubling of the heart rate during exercise could only account for half of this increased heart output. The other 50 per cent of the increase must come from a greater stroke volume of the heart. Some of the increased stroke volume can only be accounted for by a dilatation of the heart muscle. With the increased venous return to the right side of the heart that accompanies strenuous exercise there is a stretching of the heart muscle and the muscle fibers are put under greater tension. The heart muscle responds with more forcible contractions thus increasing the stroke output. There is a critical limit, however, beyond which the heart cannot be dilated without loss in its effective response. The pericardium serves in preventing the exceeding of this limit.

In diseased hearts, or in persons not of the proper age for the exercise, or in individuals not properly trained, the heart may become permanently dilated during exercise. This dilatation may last for weeks, months, or even years.

How may the physical education teacher or the athletic coach determine if the heart is normal before the individual is subjected to heavy exercise or athletics? Most certainly by a physical examination of the individual, which will include percussion of the chest, auscultation of the heart sounds, palpation of the precordium, a functional test of the heart's activity, and a recording of the blood-pressure. Shall the director of athletics, the school physician, the family physician, or someone else make this determination of physical fitness for athletic training and competition? I might add at this point that the heart is not the only organ that should be investigated in such an examination. Among causes, other than heart disease, for rejection from strenuous activity are the following: hyperthyroidism, tuberculosis of the lungs, hernia, weak abdominal surgical scar, undescended testicle if it is lying in the inguinal canal, and recurrent dislocations of the knee cartilages.

A hurried glance at these causes for rejection from strenuous activity ought to be sufficient to warrant anyone with common sense to say definitely that the director of athletics, or in fact any layman, is not qualified to perform the so-called athletic examination.

Under usual conditions, the examination made by the school physician will not suffice to determine who may participate in athletics and who may not. In many states it is not permissible to remove clothing of school children for the performance of the routine physical examination. Under such a ruling, the detection of valvular disease of the heart, tuberculosis of the lungs, and hernia is difficult indeed. I can conceive of a plan whereby the school physician may be utilized for the conduct of a thorough, stripped physical examination providing the candidates for athletic activity will bring written permission for such examination from their parents. But how many high schools have staff physicians? In lieu of such a plan of procedure shall we accept a statement from the family physician that the individual is physically qualified for athletics? In the majority of instances such a statement following a complete conscientious examination may be accepted and relied upon.

I believe that it is very definitely the duty of every school administrator to secure the services of a qualified Doctor of Medicine not only to take care of the athletic injuries which occur but also to make the stripped physical examinations of the candidates for athletic teams. In many communities these physician's services may be secured at little if any cost. Some because of an innate

interest in sport, would be glad to do the work in return for a season ticket and the title of team physician. In other cases, the physician might have to be recompensed for his services. Some high schools have a fund set aside to pay for the medical and surgical services incidental to athletic injuries.

Correlated with this plan are the three general ideals proposed for physical education by Dr. Frederick Rand Rogers, former Chief of the Bureau of Physical Education of New York State—first, a differentiation of the program so that it will meet the needs of each individual as determined by a physician's examination; second, the equalization of abilities so that a person shall compete athletically with others having abilities similar to his own; and third, a freedom of choice in the selection of physical activities with a consequent full responsibility for behavior.

I now quote from the famous Bulletin Number Twenty-three of The Carnegie Foundation for the Advancement of Teaching:

With more money at its disposal the private school has, speaking generally, outdistanced the public school in the use of physical examinations to determine fitness for athletic competition and to assist pupils to enter branches of athletics suited to their tastes and powers. On the other hand, few private schools avail themselves of the full time of a practicing physician. The general rule for schools of moderate size appears to be to enlist the services of a general practitioner in the town, who is summoned as need arises or is expected to devote a part of his time to the school. Boys taken ill or injured in games are sent to the school infirmary, where a nurse looks after them pending the arrival of the school physician on special call or on his round of periodical visits. The plan has many advantages, not the least of which are its economy and its practicability.

And again from the same source:

The physical examinations that are prerequisite to participation in high school athletics are in many instances hurried and inadequate. At a number of schools an entire football squad is examined in about one hour by a physician. Under such conditions thorough examination is impossible. The results of inadequate examinations may seriously impair confidence in the general principle of examination before competition. The fact is that in most high schools the physician has small opportunity to contribute the share which is to be expected of him to the purpose of safeguarding the health of athletes. In only a few high schools is provision made for medical supervision even at football contests, while practically no high school provides medical treatment of athletic injuries at the expense of the school or of its athletic association. One case was noted in which the captain of a school track team "competed against doctors' orders and finished fourth." . . . In case of accident, the team physician and not the trainer should go on the field to determine the nature of the injury and the advisability of continuing play. Upon the basis of a careful medical examination quite irrespective of the supposed exigencies of the situation, a doctor should decide the availability of a player when physical fitness or the effect of training upon him is in doubt. . . . It is coming to be generally agreed that up to the age of, say, sixteen, a boy must be protected by the school through a discriminating choice of events and games for various ages, improved physical examinations, the use of their results in determining qualifications to compete, and careful, qualified supervision.

I have stated that the exercise must be suited to the age of the individual. Let us therefore draw up a table of exercises suitable for specific age groups.

Exercise and Age

Kindergarten through Third Grade.—Free (unsupervised) play including running, jumping, and swinging. Group games such as fox and geese, duck on the rock, and tag.

Fourth Grade through Sixth Grade.—Swimming for play and not for competition, hiking, group games, 25- and 50-yard dashes, folk-dancing, and gymnastics of the light variety.

Seventh Grade through Ninth Grade.—To the preceding activities may be added volleyball, playground baseball, baseball, tennis, the 60-yard dash, broad- and high-jumping, and short periods of basketball.

High School Athletics

Football.—This is a game requiring speed, agility, weight, strength, and endurance, and involving much bodily contact. The latter element results in frequent and serious injuries among which we must class fractures, chronic sprains, dislocations of joints, dislocations of cartilages, concussions, internal injuries, and others. The total playing time, let us say, aggregates one hour, but no one ever went to a game at two o'clock and saw it completed at three o'clock. There are frequent rest periods between the periods of activity, during which the ball is being placed or brought in from out-of-bounds, the distance for first down is being measured, penalties are being exacted, signals are being called, etc. Football is not then analogous to an exercise of speed like the quarter-mile run but is more a combination of exercises of strength and endurance. Fatigue occurs readily and at the high school age should be given the recognition which it rightly deserves. It is rare at this period of life to find eleven "iron" men who can play the entire game. Frequent substitutions should be made even though they may weaken the defensive or offensive play of the team. By proper coaching and training, careful selection of players by physical examination, and by matching teams evenly balanced in weight, it may be possible to reduce the casualties to a minimum.

Baseball.—This was at one time the great American game. Every boy played baseball in his odd minutes as long as the weather would permit. I fear it is rapidly being displaced by tennis, golf, swimming, and other sports. The game is well within the capacity of any boy of high school age. The catcher and pitcher are the most active members of the team. The other players have many minutes of rest throughout the game. Injuries occur in this game but they are less frequent than in the case of football. They consist chiefly of fractures and head injuries from being struck by the ball. These may be reduced by playing playground ball.

Basketball.—Here we have an example of a fast strenuous game which may well be classed as an exercise of endurance. Practice periods which are too prolonged, too many games in a schedule, and state competitions

which last several days with the surviving teams playing two and sometimes three games in a day are to be condemned as being unhygienic and unphysiological, and having distinct capacity for harm to the body.

In exercises of endurance the pulse rate does not rise as high as in exercises of speed but it remains above the resting level for a longer period following the cessation of the activity. The blood-pressure does not rise to as high a level as in exercises of speed and after the activity it is quite apt to fall below normal. The systolic pressure usually returns to normal within an hour. The diastolic pressure returns to normal much earlier than the systolic. The heart rate returns to normal very slowly. "The low level of blood-pressure after muscular activity has ceased is probably due to the slower, less forceful action of the heart, to the vascular dilatation in the previously active tissues, and to the continued dilatation of the skin vessels as a result of the rise of the body temperature."[1]

Track and Field.—The events of a track and field program may be divided into exercises of three types, namely, speed, endurance, and strength. The exercises of speed include the dashes, the hurdles, and the 440-yard run. In these fast races the heart and pulse rate rises to a higher point than in either of the other types of exercises. This fact is of significance in pointing out to us the inadvisability of having an individual participate in two or more events unless they are widely separated in time. Figures to be found in physiological studies would indicate that the recovery from exercise is rather slow. The writer has discussed this matter elsewhere as follows:

> In every case, whether activity is moderate or severe, the course of the initial recovery process is much the same. Within two or three minutes local recovery within the muscles may be considered as almost complete, the oxygen requirement for further recovery being from 5 to 10 per cent of the intake during the preceding activity. After moderate activity complete recovery is rapid, and the resting metabolism is again reached in from ten to fifteen minutes. After strenuous activity, on the other hand, although the initial recovery may be rapid and complete in the usual brief period, complete recovery is greatly prolonged and may not be consummated for one and one-half hours or more.[2]

During this prolonged recovery period referred to in the quotation, the lactic acid which has diffused from the active tissues into other tissues is being returned to the blood stream, carried to the muscles, and there oxidized, or resynthesized into its precursor.

Another quotation cites Hill in this respect:

> He . . . has shown that at the end of 5 minutes following the cessation of exhausting exercise the recovery is 46 per cent complete, after 10 minutes it is 64 per cent complete; and is 80 per cent complete 20 minutes after the termination of the exercise. He believes that no great harm is done to *trained* men by running successive heats of short distance events within 20 minutes or so of each other. He grants, however, that under such a hurried program the best performance would not result and advises that at least three-quarters of an hour be allowed to elapse between heats if the best performance of the runners is to be obtained. At the end of forty-five minutes the recovery appears to be 95 per cent complete. . . . It is impossible for a runner to exhaust himself completely in any race up to 200 yards, and he is not extremely exhausted at the end of a 300-yard race. According to Hill, the quarter-mile race is sufficient, or almost so, to completely exhaust the first-class sprinter.[3]

This would indicate that an individual who runs the quarter-mile in record time or thereabouts is expending about 11.6 horse power of energy. I often wonder after thinking over the last two statements if the quarter-mile run should not be stricken from the track events of the high school program because it is such a gruelling race.

The 880-yard run, one-mile run, and two-mile run are exercises of endurance. The effects of such exercise on the pulse rate and blood-pressure have been dealt with in the discussion of football.

The weight-throwing events are exercises of strength. In these the pulse is accelerated the least. At times, there may be no increase in its rate. The blood-pressure rises suddenly and markedly, but falls very quickly to normal after the throw.

X-ray pictures of the hearts of the 246 participants in the Amsterdam Olympic Games showed that the Marathon runners had the largest hearts, the sprinters the smallest, and the middle-distance runners approximately midway between the others.

Granting that the individuals are physically capable and have been properly trained for their events, I see no reason for discriminating against any of the events up to and including the two-mile run, unless it be the quarter-mile run. I understand that contestants in the quarter-mile, half-mile, mile, and hurdle events in New York State are not permitted to compete in other events. "A contestant may elect to compete in any two field events. A contestant may compete in the 100-yard and 220-yard, or the 100-yard and 220-yard and any one field event, or in the 100-yard or 220-yard and one of these distances in a relay." In such cases of multiple competition, however, the coach should try to alter the ordinary program in such a way that the boy who competes in more than one event may have sufficient time for recovery between the events. If the rules of the New York State Association are followed, there will be no examples such as that cited in Bulletin Number Twenty-three of the Carnegie Foundation in which, on one occasion, a boy participated in both dashes, the broad-jump, the javelin throw, and ran as anchor man on the relay team; and a week later took part in one dash, the quarter-mile, broad-jump, and ran as anchor man again in the relay race.

A few years ago a school superintendent came to one of our normal schools looking for a coach of athletics. He desired him to coach football, basketball, and baseball; act as the leader in the gymnasium classes in calisthenics and gymnastics; teach several classes of French daily; and in his remaining time supervise the study-hall. He was asked how much he would pay such an individual and very boldly replied $1800. He was told that he was not looking for a man but for a superman and that they

(*Continued on Page 448*)

[1] Gould and Dye, *Exercise and Its Physiology*, (New York: A. S. Barnes and Company, 1932).

[2] *Op. cit.*

[3] *Op. cit.*

Square Dance Figures of Tidewater Virginia

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THE folk dances of Finland, Sweden, Denmark, Scotland, Czechoslovakia, and other countries have been introduced into the United States both by the natives of those countries and by American students who have studied the dances in the foreign countries and later taught them to the people of the United States. Elizabeth Burchenal is a notable example of such a student. Owing largely to her enthusiasm which she has been able to impart to her hundreds of pupils, the Swedish folk dance "Bleking," the Danish and German versions of "Seven Jumps," and other simple dances which are traditional in European countries have become familiar to thousands of boys and girls in the elementary schools of the United States. These dances tend to become less popular with high school students and make very little contribution to the social and recreational life of adult Americans. The country dances of England are taught in many of our high schools and in more of our colleges and teacher-training institutions.

No doubt there are advantages in learning the folk and national dances of other countries, but it seems at least of equal importance that we preserve in written form and in practice those forms of dancing which, whatever may have been their origin, have persisted in this country for about two hundred years and which, during that long period, have acquired characteristics which are essentially American. In the rural school which the investigator attended in childhood, square dancing was a favorite recreation, particularly when bad weather made playground activities impossible. The children organized their own dances, called their own figures, and furnished their own music with little adult assistance. Sometimes a piano was available, more often the accompaniment was furnished by mouth harps, the children's voices, and the clapping of hands.

Square dancing has been replaced in most communities by more modern forms of social dancing. In a few this type of dancing has been revived and popularized by some civic organization; in a number of rural communities and particularly in the more isolated ones the square dance figures have been used continuously, having been passed from one generation to another with few changes. Square dances have been held in Tidewater, Virginia, for many years, but there exists no record of the figures or calls. It is the purpose of this study to record the figures and their calls in order to perpetuate these and to furnish to posterity more knowledge of the folkways of the tidewater section.

The figures as described are danced in Gloucester County, Virginia. They are danced similarly or identically in York County, in Elizabeth City County, and in other nearby counties.

The data for this study are drawn from the experiences of the investigator and from conversations with and demonstrations by persons familiar with the type of dancing described.

Square dancing seems to be a particularly adaptable form of social activity. A minimum of four couples is necessary to make up a set, but an indefinite number may participate if space permits. The caller must select his figures with reference to the number of people dancing, since some figures permit activity of only a few couples at once. The preferred number for dancing seems to be eight couples. It is unnecessary that the floor be waxed but a rel-

Ban Your Lady

Double Wardance

atively smooth surface is preferred. When the invitation comes—"Get your partners for a square dance!"—each gentleman hastens to the lady of his choice and the couples form in a hollow square. The gentleman stands on the left of his lady and each couple must have an opposite or vis à vis; there must, of course, be an even number of couples. The end of the room in which the musicians are located is always known as the head, and the head couple is usually the couple on the extreme right at this end. If the caller dances, his couple will stand on the left of the head couple so that in progressive figures his will be the last couple to be called out.

The musical instruments vary greatly. A piano may furnish the sole accompaniment, but it is more customary to have several stringed instruments either with or without the piano. Occasionally several mouth harps or harmonicas supply the music. The music is played continuously through each set; the tunes are varied by the musicians at will and in accordance with the figures called. A few figures are accompanied by the singing of the dancers. Favorite dance tunes are "Wait for the Wagon," "Old Dan Tucker," "Little Brown Jug," "Molly Come Out of the Orchard," "Hot Time in the Old Town To-night," "Redwing," "Hush Miss Mary, Don't You Cry," "Frisky Johnny Tompkins," and "Keyhole in the Door." These tunes are not played from sheet music; the musicians pick them up by ear and often furnish original variations. Not infrequently the music for a square dance is supplied by a family of musicians all of whom play by ear.

The person who calls the figures is known as the "caller"; the caller is always of the masculine sex since volume of voice is important. Often the caller both calls and dances though sometimes he stands beside the musicians and looks on at the dances. The caller should have a pleasant voice which can be heard distinctly by all the dancers. He must know a variety of figures and know them well so that he can pass rapidly from one to another without hesitation or monotony. The caller must be able to follow the phrasing of the music so that his calls and the movements of the dancers will fit the rhythm of the accompaniment. The caller should have a jubilant, enthusiastic spirit which is evident in his voice and manner.

There is usually little variation in the calling of the figures although the caller occasionally intersperses the traditional calls with original remarks. The calls for a few figures are sung; these are usually arranged as two or four line stanzas. There are a few figures which when once "led out" by the head couple continue progressively to their logical conclusion with no further prompting from the caller except the regular "Next couple out!"; the Curtsey Cotillion and the Single Wardance and Double Wardance are done in this manner (see Illustrations). More often the cue for each movement is given by its distinctive call; it is customary for the couples to balance to each other until the call is given.

Square dancing is done in "sets." A set is made up of three figures preceded, interspersed, and succeeded by a variety of swings, balances, and promenades. Occasionally the short figures are used for variety between the longer figures; in these instances they are not counted in the three figures which make up the set; short figures often used in this manner are Ladies on the Right, and Grand Chain, also Right Arm to Your Partner, and Give 'Em a Full Swing All the Way. The characteristic step used is a smooth, gliding walk. Although each dancer may introduce such side steps and variations as he wishes, the motion is nearly always smooth; the dancers never skip.

The calls and corresponding movements of "Balance," "Swing," and "Promenade" occur immediately before and after the figures and sometimes during the figures. Balancing consists in stepping forward with the right foot, closing the left foot to it, stepping backward with the right foot and closing with the left; this movement may be continued several times. It is done by two couples facing each other, each gentleman holding his partner's right hand in his right hand. A similar movement is done by the gentleman alone standing in front of his lady. The call for this is either "Balance all" or "Honor your partner"; this call is given at the beginning of every set and sometimes prior to each figure.

To the call "Swing" may be added "your partner," "your corner," or "your opposite." A gentleman's cor-

ner is the lady on his left; a lady's corner is the gentleman on her right. One's opposite is the person with whom one is dancing at the moment. Ladies swing gentlemen and gentlemen swing ladies; seldom are there exceptions to this rule. There are two methods of swinging—with two hands and with one. The two-hand swing is more usual. The gentleman and lady join both hands facing each other and with arms extended sideward turn in place with small steps. The one-hand swing is used whenever it is necessary to swing different persons in rapid succession—as, for instance, in the Single War-dance. In this type of swing the right hand is always reserved for one's partner and the left hand is offered to other persons. The swing is accomplished by the gentleman and lady joining hands with the elbows flexed and the hands held a little above shoulder level; they then walk around each other in a circle with short gliding steps. The swing is done smoothly but with vigor.

For the promenade the lady and gentlemen join crossed hands (left to left and right to right), with the gentleman on the left side, move to the center and dance counter clockwise around the room. All couples participate in the promenade unless the call is "Half Promenade"; in response to this call only the dancers participating in the figure promenade; the half promenade is used in Forward Four. Usually partners promenade together but occasionally the call is given "Promenade your corner!" The promenade is nearly always used to close a set.

The descriptions of twenty-three figures are given below. In the descriptions the calls are given in order and the action following each call is described. It will be noticed that some of the figures have short descriptive titles while other figures are known only by the calls which are used for them. If the action following the call is obvious, no description is given.

1. Forward Four and Ladies Change

"Forward four on the head;" couples on the head and their vis à vis couples advance toward each other and balance.

"Back"; return to places.

"Right and left through"; couples cross to vis à vis, ladies passing on the inside.

Calls and movements are repeated from the beginning so that couples return to original positions.

"Forward four on the head."

"Back."

"Forward four and ladies change"; ladies are given one-hand swing by opposites and full swings by partners.

"Half promenade."

The figure is then repeated by the couples on the sides, the calls beginning "Forward four on the side."

2. Windmill

"Ladies to the center."

"Back."

"Gents the same."

"Back."

"Ladies to the center and hands across"; the ladies join right hands across the circle so as to form a large wheel (windmill) and all move clockwise.

"Join your partner"; each gentleman offers his arm to his own lady as the first revolution of the windmill brings her in front of him.

"Drop back"; each gentleman drops back and offers his arm to the lady immediately behind his partner. The windmill continues to turn.

The last call and movement are continued until each gentleman returns to his own partner, when the call is

"Break and swing"; the gentleman swings his lady to her place.

3. Hunt the Squirrel

First couple lead out for Hunt the Squirrel; first couple balances to the couple on their right.

"Hunt the squirrel"; lady goes around the lady and the gentleman around the gentleman, then lady around the gentleman and gentleman around the lady.

"Swing your opposite"; gentlemen swing ladies with both hands and, following this procedure, the first couple proceeds around the squirrel.

This movement is repeated progressively around the square until the head couple has returned to place. Meanwhile the other couples are called out successively until the last couple has returned to place. The call used to start each couple, after the first, is

"Next couple out."

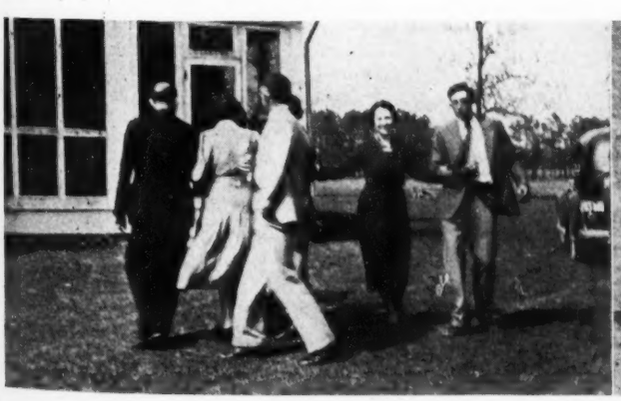
4. Cheat or Swing

"First couple lead out for Cheat or Swing"; first couple balances to the couple on their right.

"Cheat or swing"; the lady either swings the opposite man or pretends that she is going to swing him and then turns abruptly and swings her own partner. The coquette will enjoy her opportunity. If the opposite gentleman is cheated he comforts himself by swinging his own lady.

The head couple passes progressively around the square,

Windmill



the other couples following as described for Figure 3 where the call, "Next couple out," is given.

5. Single Wardance

"First lady lead out for a Single Wardance"; gentleman swings lady with right hand; she gives her left to the gentleman on her right, her right hand back to her partner, her left to the next gentleman, etc., passing around the square until she returns to her own place. The other ladies follow in turn to the call of

"Next couple out."

Note that in single turns and swings the right hand is always given to the partner, the left to other persons.

6. Double Wardance

The Double Wardance is done exactly like the Single Wardance, except that the man swings the opposite lady while the lady is swinging the opposite man. The calls are the same except for the change of names.

7. Bird in the Cage

"First couple lead out for Bird in the Cage"; first couple balances to couple on the right.

"Bird in the cage and three hands around"; first lady gets in the center and the opposite lady and the two gentlemen make a circle around her, moving clockwise.

"Bird flies out and hopper hops in"; lady and gentleman change places.

"Break and swing"; gentleman swings his opposite, then takes lady to next couple.

Figure advances progressively around the square, each couple following in order with the call

"Next couple out."

8. Ban Your Lady

"First couple lead out for Ban Your Lady"; first couple balances to couple on right.

"Ban your lady"; keeping partners' right hands joined, the two couples form a circle so that the ladies' backs are toward the center. All balance.

"Gents cross over"; keeping partners' hands joined and dropping opposites', the gentlemen cross over with backs to center. All form circle and balance.

"Swing by your right"; partners swing.

"And turn by your left"; gentleman swings opposite lady.

Figure advances progressively around the square, each couple following in regular order with the call

"Next couple out."

9. Dos a Dos

"First couple lead out for Dos à Dos"; the other calls for this figure are sung or chanted and the action suited to the words:

"Dos à dos and the gent you know.
Right and left through
And swing that girl behind you!"

After the customary balance the lady with arms folded and back turned circles the opposite gentleman, first passing between him and his partner; she hesitates behind him and he turns and swings her. The gentleman circles and swings the opposite lady in similar fashion.

"Swing your partner"; gentleman swings lady to next couple.

The figure is continued around the square each couple following on the call

"Next couple out."

10. Curtsey Cotillion

This figure is always done to the music of "Molly Come Out of My Orchard," and the action follows the phrasing of the music.

"First couple lead out for Curtsey Cotillion"; first couple balances to couple on right. Lady passes under gentleman's right arm to his right side, and both bow; lady passes back to gentleman's left and both bow. They repeat the balance and pass to the next couple.

This figure is continued around the square, each couple following in turn to the call

"Next couple out."

11. Butterfly

"First couple lead out for Butterfly"; first couple balances to couple on right.

"Butterfly"; lady and gentleman both spin rapidly to right.

"Swing your opposite."

"And your partner."

This figure is sometimes embellished with supplementary calls from the dancers; after the call "Butterfly!" a dancer might call "Jump high!" and another "Letterfly!"

12. Ladies on the Right

This figure is very short and is often done as an extra between two longer figures.

"Ladies on the right"; each lady balances to the gentleman on her right.

"Swing"; the lady swings the gentleman and progresses to the right around the square balancing to and swinging each gentleman until she has returned to her partner.

13. Grand Chain

"Right hand to your partner and left hand all around"; partners join right hands and pass by right shoulders extending left hand to the next lady or gentleman and alternating right and left hands around the square (circle). The ladies will be moving clockwise and the gentlemen counter clockwise. This is continued until partners meet at their own places. Occasional variations are introduced such as

"Honor your partner with a full turn"; the first time that partners meet the gentleman swings the lady completely around with the right hand, then each continues in his original direction.

14. Basket Cotillion

"Ladies to the center."
"Back."
"Gents the same."
"Back."
"Ladies to the center and hands around."
"Circle left."
"Gents to the center and hands around."
"Circle right."

"Basket"; as the gentlemen approach their own partners they raise their arms and drop them over the ladies' heads so that the two circles without breaking are merged into one, each gentleman standing on the left of his partner. All balance to the center and back until the call

"Break and swing"; each gentleman swings his lady to her place.

15. Three Hands Round and Lady Go Back

"First couple lead out on the head"; first couple balances to couple on the right.

The calls for this figure are chanted with the music and the action suited to the words.

"Three hands round and lady go seek.
Swing your partner when you meet."

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Three R's for Health Habits

By

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THREE principles, the first derived from psychotherapy, the second from Gestalt psychology, and the third from John Dewey's philosophy, underlie successful health habit formation. They are basic to the problem of getting the child to do the things that health educators and parents want him to do.

The first of these principles is to build a friendly relationship with the child, or, in other words, to establish rapport. In all kinds of therapy the personal relationship between worker and patient is of prime importance. It is this relationship that accounts for the cure of many diseases in which the method of treatment, judged by standards of scientific medicine, was obviously inadequate. In education likewise the method of instruction is secondary as compared with the personality of the teacher. When children like a teacher and respect his judgment, they will receive favorably any reasonable suggestion he gives. They will be receptive to the information he imparts and will consciously or unconsciously imitate his ways. If, on the other hand, the teacher has aroused antagonism, his advice and information are likely to be rejected, and his example ignored or responded to negatively. The importance of this personal aspect of health education is being increasingly recognized.[1]

THE second principle is to study the forces, or in Gestalt terminology, the vectors, that are driving the individual toward certain kinds of behavior. It has long been recognized that there are certain drives within the individual and influences external to him that direct his action. These influences should be recognized because they will deflect the course of positive health habits. For example, a group of seventh-grade boys continued to buy the so-called lemonade from a pushcart vender even though they knew it consisted of water artificially colored and flavored, and even though they were aware that the glasses were washed under very unsanitary conditions. The reason they persisted in these poor health habits was because of another influence stronger than knowledge, namely, a sense of loyalty. The pushcart man had bought an ad for their school paper, and accordingly the boys felt obligated to patronize him.

The influence of a certain culture or cult on various groups of children must likewise be recognized. One fashionable coterie encourages cocktails; another sets the style of slimness which approaches actual malnutrition. The approval or disapproval of their group is likely to influence the behavior of pre-adolescents and adolescents to a greater extent than the approval or disapproval of parents and teachers.

Among primitive tribes marked differences in dietary habits have been described.[2] One South African tribe, the Masai, live mainly on milk, meat, and freshly drawn blood, while another tribe in a similar geographical area subsist chiefly on cereals, roots, and legumes. A teacher could not expect an individual child under the most persuasive school instruction to resist the impact of the dietary habits of the surrounding culture.

Even the dietary customs of the family will exert an influence on the health habits of the child that the school would be unable to neutralize or deflect. Thus cultural patterns in the community, family food customs, group standards, and individual drives may be so strong that school influences will have no effect on the child's conduct.

The pedagogical problem is to recognize these forces driving the child toward certain kinds of behavior and, if possible, to make them the ally rather than the opponent of health education. Certainly educators will get nowhere if they persist in operating apart from the child's world. They must enter the child's world and demonstrate how health habits contribute to the things the child wants to do and to be. They must enter into the family and community and show the changes that must be made in order to have healthy, happy children —a universal appeal to parents and people in general.

THE third principle is closely associated with the second. It emphasizes the importance of building habits through providing the right conditions for healthy growth. Dewey illustrated this principle with respect to the habit of good posture:

> . . . the assumption is that if a man is told to stand up straight, all that is further needed is wish and effort on his part, and the deed is done. This belief is on a par with primitive magic on its neglect of attention to the means which are involved in reaching an end. . . . Now in fact a man who *can* stand properly does so, and only a man who can, does. In the former case, fiats of will are unnecessary, and in the latter useless. A man who does not stand properly forms a habit of standing improperly, a positive, forceful habit. The common implication that his mistake is merely

(*Continued on Page 438*)

[1] Ruth Strang, "Health Education as Guidance," THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION, VIII (January, 1937), 18–19.

[2] J. B. Orr and J. L. Gilks, British Medical Research Council, Special Report Series, No. 155, 1931.

Problems of the First Year Teacher

By

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Boulder High School, Colorado

THIS report is primarily for the purpose of enlightening you students who are to become teachers of physical education on important problems with which you will be confronted.

In your methods courses and practice teaching, you have probably studied those phases of physical education covering extra-departmental relationships, selection and care of equipment, departmental policies, professional growth, and organization of program. But what I wish to bring to you today are those problems which I have met as a teacher which I did not meet as a *practice* teacher. In short, I want to take you into my classroom and into the classrooms of other teachers who have written me concerning their first year experiences, so that you can gain firsthand information about actual teaching in contrast to theoretical teaching.

IN my position as a high school teacher, I found that my first big problem was that of registration. In our school the students registered for all other classes first, leaving physical education until last. These classes were not closed, as were the others, when they reached their capacity; consequently when I first met my classes I found the enrollments ranged all the way from twelve in some to eighty in others, and I was kept busy for almost three weeks trying to rearrange schedules and shift students from one class to another. Therefore, I should advise you to talk with your principal before registration and arrange, if possible, to register physical education first. If this is impossible, at least see that your classes are closed to the students when filled. Also, early in the year, check over the seniors' records and see that their physical education requirements for graduation have been worked off.

After registration problems were settled, I found that a number of the girls were either financially unable to buy gymnasium costumes or were lax in bringing them to class. Some wanted to wear their street shoes; others wanted to wear satin blouses and sweaters in class. For those who were financially unable to buy clothes, I collected suits which had been left in the lockers from the previous year, had them washed, and rented them. For those girls who were merely lax in buying or bringing their clothes, I employed the system of marking them absent if not fully dressed, and required that they make up all absences before the end of the quarter if they wished credit for the course. Perhaps you will be in a situation similar to this one. I am quoting from a letter sent me by a first year teacher in Colorado: "The majority of the children I have are from very poor families; for that reason I cannot make it compulsory that they have tennis shoes. I also have the same problem with my high school girls who cannot take gym work because they cannot afford to buy a suit." If you are in a situation where the girls can be required to buy gymnasium clothes I should suggest that at the very first of the year you adopt a definite policy demanding that everyone be dressed for class work in appropriate gymnasium costume.

WHEN I first saw the gymnasium that I was to work in, I was indeed disappointed, as many of you will be after working in the large university gymnasiums. You will find that you do not have the equipment and facilities to work with that you had in college, but you cannot complain, and you must not expect the whole budget to be revamped to include all your wants. In most cases, you must do your best with what you have. In my practice teaching experience in college I had an ideal setup. For example, in teaching volleyball I had one volleyball for every two or three girls, and four or five courts for a class of approximately twenty-two. In actual teaching, you will be fortunate if you have one court and one ball for twenty or thirty girls. Therefore, when making lesson plans for a course, you should plan how you would organize or teach a large class with only a small amount of equipment; and if you get into a situation in which you have a large amount of equipment it is just as important that you know how to make use of it. One teacher writes:

I am confronted with the problem of ground space and equipment. The school ground is all gravel and the buildings, in all cases, are placed directly in the center of the lot so that playing space is limited. There are from sixty to eighty boys and girls in all of my classes so I definitely need quite a bit of equipment, but I am lucky if I have one ball for the boys and another one for the girls. One ball for thirty or forty students is not enough to keep all of them interested, so more activities are needed. On stormy days when the children cannot be outside I am faced with the problem of floor space. There are no gymnasiums in the grade schools. Two of them have small, dark, poorly-ventilated basements, but I do not use them because of the sanitation aspect. All indoor work must be done in the school rooms and the repertoire of games and activities is taxed to the utmost when there is a siege of several weeks of bad weather. In the high school, I am again faced with the problem of limited space. Showers cannot be

A paper presented at the convention of the Central District Physical Education Association in Denver, April 3, 1937.

required because there are only fifteen very small dressing rooms and seven showers. The gym, which is much smaller than regulation, is used by both boys and girls. During the basketball season the boys' team had to use the floor every night after school for practice, so the girls were shut out from after-school activities. Our schedule had to be shifted around to fit that of the boys. I suppose this is the usual cry of lack of space and facilities.

Perhaps you may get into a system where the girls' physical education department is under the supervision of the men's department. It is important that you understand your responsibilities and the relationships between yourself and the man coach. The best policy is "Cooperate, but hold your own." No one must dictate to you on (1) your curriculum and program, or (2) your policies in regard to girls' athletics. Also keep the personnel appointments in your own hands. In regard to this matter of cooperation, it is wise to make a friend of your janitor. You will find that he can help you in many ways—such as lining fields, blowing up balls, and taking care of equipment and shower rooms. Your cooperation with teachers of other subjects is also important. In planning demonstrations and entertainments, if you wish the help of other departments, plan your work in detail far enough ahead of time so that the work that you require of them can be planned and made to fit in with the educational objectives of those courses. In turn be willing to help other departments in their entertainments.

AFTER you have adjusted yourself to your surroundings you will probably meet, as I did, the problem of motivating your work. I discovered that not all of my students, in fact few of them, were as enthusiastic as I was about the first activity which I presented to them, which was soccer. This lack of enthusiasm on the part of some of the students for the various activities prevails throughout the year, and I am sure that you will meet this unless you are in a very unusual situation. You, as physical education majors, love sports and activity, otherwise you probably would not have chosen this field, and you will be surprised when that enthusiasm is not found in all of your students. Therefore, one of your problems will be to motivate everything that you teach over the period of time that that activity is being taught. Many of your students will quickly tire of an activity, so you must introduce novel types of tournaments and present your material in a manner that will increase interest. As an illustration, I held the interest of my classes in tumbling by organizing a tumbling team which put on an act for a school vaudeville this spring. You will find, in extra-curricular activities, that no matter how interesting you make an activity, since attendance is not required the number reporting from time to time will be very irregular. For example, tap dancing is one activity in which practically all high school girls have a desire to participate; yet attendance varies from as high as forty to as low as twelve, due probably to the fact that it is held after school and attendance is entirely optional.

In many communities you will meet the question of interscholastic activities. You should know definitely your own position on this issue and be ready to defend your arguments. As one Colorado teacher has said, "My high school girls are continually begging me to let them play interscholastic basketball. I am kept busy handing out explanations to their everlasting 'why not?' " If you are definitely opposed to interscholastic activities, and if your school administration forbids it, it is wise to get your intramural program started early so that it can take the place of these interscholastic games and fulfill this desire for competition.

The reactions of all those first year teachers who contributed to this paper seem to indicate that one of the biggest problems confronting all of them was that of discipline. Said one: "The high school girls consider me only a few years older than they, and it is difficult to keep them from regarding me on the same basis as their fellow students. They would rather play with me than to remember that I'm teaching the class. They think they can get by with anything because I'm young and sympathetic."

Another has written: "A beginning teacher must learn to be severe enough." Therefore, let me stress here the importance of insisting upon attention and, above all, proper respect from your students. You will find it very difficult to maintain good discipline in your classes if you become too familiar with your students, and allow them to regard you as a fellow playmate. I cannot place too much emphasis upon this point, for your teaching problems will be fewer if your pupils look up to you and respect you. One form of discipline is to keep records of absences and showers and to enforce definite regulations as to their being made up. If you allow absences to accumulate and be forgotten you will ruin the morale of the class. You should also always check up carefully on lost clothing and articles of value.

ADJUSTMENT to the community in which you accept a job is indeed a problem in the majority of cases. This is especially true of the small community, and it is of this small town situation that I shall speak at present. You must drop from the social whirl of college life and learn to be content with the forms of amusement offered by your new environment. You should attend the various social functions and meet as many of the parents of your students as possible. You will find them very much interested in you and your work, because their children are so closely associated with you. Show regard for conventions and always respect the opinions of the town. One of the problems you may face is that of teaching social dancing. As one teacher says: "I have been teaching social dancing to my high school boys and girls and my seventh and eighth grade girls. It is something new here and is shocking some of the more conservative citizens. The women of a certain church are condemning my soul and putting me down as an immoral woman. One of the women came to talk to me about it. She was quite tolerant though, and asked only that her own daughter be excused from it." In other communities, however, this practice of teaching social dancing will be

(*Continued on Page 440*)

Promoting a Rural School Program

By

VIVIAN DRENCKHAHN

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A PROGRAM in rural school health education was started in Erie County in the fall of 1933 through a joint arrangement between district school superintendents and the Buffalo Tuberculosis Association of Erie County. This program was an outgrowth of the educational activities in tuberculosis prevention, conducted by the Association with the cooperation of health officers and school administrators.

It was during the educational program of a tuberculin testing survey and subsequent X-raying of positive reactors that one of our forward-looking district superintendents saw the need for the services of a full-time consultant in health teaching. Teachers, parents, health officers, and others in his community also became aware of the need for health teaching. A written request was made by this superintendent in which the Association was asked to provide a health teacher, qualified to meet the requirements set up by the New York State Education Department, to work in his district. This request met with the approval of the health teaching supervisors in the State Education Department. Since a voluntary organization functions primarily as a demonstrating and pathfinding agency, the request was considered favorably by the Association's Board of Directors and was in accord with the policy of the State Committee on Tuberculosis and Public Health and the National Tuberculosis Association. These organizations have on their staffs advisers in school health education. A type of service in which the classroom teacher and pupils work together in making possible "healthful living throughout the day" has a direct bearing on the problem of tuberculosis prevention.

THIS discussion today is limited to four phases of our health teaching program in elementary grades, namely, (1) the organization for developing a rural county program with teacher participation, (2) methods of promoting healthful living through the day, (3) the development of activities to meet the health needs of the pupil, and (4) means of securing a better understanding of the school program by the home and community.

In planning and developing our Erie County program, teacher participation was considered an essential. The only criterion set up for health teaching was that all activities should contribute to more meaningful child experiences and to the total educational process.

The program was started in the district of the superintendent who first saw its need. The work was limited to this district the first year but it has expanded each year by the request of other district superintendents until now at the end of four years it extends through the five districts of the county. In each supervisory district the organization for work with teachers varies. For instance, the consultant works through a representative Central Teachers' Committee in one district and with a Science and Health Committee in another district. From time to time, she meets teachers according to town groups, sectional groups, or the larger supervisory districts. These small informal meetings with groups of teachers present opportunities to formulate plans, to discuss procedures, and to exchange ideas, and have been the means through which most of our program has developed. The annual county meeting also presents an opportunity to reach all teachers through an educational exhibit or talk.

The superintendent allows school time or at least part school time for most of the teachers' meetings. This, of course, reacts favorably on the program. It gives health teaching definite prestige, permits more time to work out procedures, and the teacher comes to the meeting with greater enthusiasm and less fatigue. On the other hand, when the need arises, the teacher is more willing to give up her own time to continue work on individual or group problems. In this way it is possible to reach the teachers in 255 schools which vary in size from the one- and two-room school to the graded school.

A HEALTHFUL school environment is one of our first essentials. Some environmental factors of vital importance but often difficult to achieve in a rural school include a water supply safe at its source and delivery with an approved type of drinking fountain or sanitary container with individual drinking cups, and sanitary lavatory facilities with an arrangement whereby hands can be washed under running water, preferably warm, with soap, individual towels, and a mirror. An even room temperature of 68-70 degrees, good ventilation, proper and sufficient or natural lighting throughout the day, and adjustable seats and freedom for activity are other factors in promoting healthful living. In addition, a school building in good repair with a playground free from hazards and large enough to accommodate the children should be provided for each school.

As a means of helping both teacher and pupils to find health needs in their school, teachers, superintendents

A paper presented before the Health Education Section of the American Physical Education Association Convention, April 1937, New York City.

and the consultant together formulated a "Teachers' Check List for the Study of Health and Sanitary Conditions." This check list, later revised to incorporate desired standards, was planned on a three-year basis so that improvements could be noted year by year, thereby giving fresh impetus to the program. It has called the attention of teachers and pupils to health problems which, in the process of correction, result in vital health teaching activities. Several superintendents have used this check list when meeting with school directors and trustees to discuss environmental conditions in the schools. It is helpful in bringing to the attention of trustees acceptable health standards, and in making a plan for improving the sanitary conditions in the school. It also has been one means of evaluating the progress of the program as indicated by the number of changes made in the environment and in the program.

Cooperative planning is necessary to solve environmental problems. To prevent a "fly hazard" in the spring and fall months, screens are necessary in most rural communities. Although screens have long been a part of rural home equipment, they have not been generally used by schools. This subject was among others discussed at one of our fall district teachers' meetings. One district superintendent made a note of this problem and wrote a letter to the trustees asking their cooperation in providing screens. A follow-up post card was sent some months later. At the end of the year in this district thirty-seven of the thirty-eight schools were screened, while the year before only ten were screened.

In arranging the school program other vital problems were recognized. An unhurried school schedule, a shorter day for the young child, supervised play periods, a noon hour to meet the needs of the growing child, and time for rest and relaxation were desirable standards within our achievement.

For instance, it is becoming a part of the usual school routine to have a well-planned noon hour, such as this principal in a four-teacher school describes:

> All children eat in the cafeteria in one of two shifts. The lunch period is modeled after an informal home lunch with the washing of hands before eating. A hot dish, usually made with milk or vegetables, is served at a minimum cost.
>
> A rest period of 20 minutes follows the noon hour. The children in the lower grades rest on rugs on the floor, many using a small sized blanket to keep off drafts. In the upper grades, children may rest with heads on desks or join the "quiet game" group.
>
> Because exercise and play in fresh air are essential, provision is made for a 30-minute play period out-of-doors, even in cold weather. When the weather is stormy, games are played in the recreation room.

Reorganizing the noon hour to promote child development was especially emphasized and interest stimulated at teachers' and parents' discussion meetings through studying some of the excellent bulletins on this subject, by means of a portable exhibit on the school lunch shown in many communities, and by photographs of well-organized noon hour activities. Similarly, other activities in personal and community health were emphasized, such as care of the common cold, supervised play out-of-doors, and rest and fatigue prevention. Incidentally, these activities play an important part in tuberculosis prevention.

OUR instructional program is carefully planned to include the needs and interests of the pupils. The classroom teacher, in addition to studying the child's environment and the school program in relation to child health, observes the individual child's growth and development. Some of our most worth-while activities are planned after a careful study of the child at work and at play during school hours and home visits. His growth, his illnesses, the nature of his physical defects, the correction of these defects, his special abilities, interests and weaknesses, his participation in group activities, and his home background are significant factors worthy of the teacher's constant observation. These observations give the teacher a better understanding of the child's development, which is reflected in a more flexible school program based on the growing needs of children.

Usually two periods a week are set aside for hygiene. This time is used to plan new units of work, to report on health problems being solved, or to summarize activities in personal and community health. Health behavior is strengthened as the child learns the reasons for it. Teachers are asked to file reports of health teaching units in the school so they will be available when planning the successive years' work.

In our rural schools, grades are grouped and instructional material rotated in health as in other teaching. In some units, several groups and sometimes all grades participate according to their own levels. In an activity program, subject matter fields are broken down and health is more thoroughly integrated in all types of experiences. The curriculum, particularly in the social studies and science, suggests many activities in which health is naturally a part. The average rural school in which the older children help the younger, where all have some responsibility in performing school duties, and where children of different age groups learn to work together gives the child additional opportunities to develop socially and emotionally.

Teachers are alert for opportunities to integrate health in the daily activities, such as planning a school party, discussing the hot dish to be served at noon, replenishing the first-aid kit, handling books at the library table, or caring for the school lavatory.

Each year some time is devoted by the consultant to visits with the individual teacher in the classroom. During the school visits this year, lighting in various parts of the classroom was tested with a Sight Meter. Some of the results obtained from testing the amount of light with this Sight Meter have seemed magical. Shades were adjusted which previously seemed permanently pulled to the midway point; cords were fastened to the shades so children could adjust them; seats were rearranged near windows for better light or at angles to prevent shadows; articles obstructing the light, such as window curtains, decorations, and plants were removed;

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VOL. VIII SEPTEMBER, 1937 Number 7

The American Association for Health and Physical Education
A Department of the N.E.A.

ON the 28th of June, the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association were officially amalgamated to form the American Association for Health and Physical Education —a Department of the National Education Association. This merger marked the consummation of the efforts of many educators within and without the American Physical Education Association to bring this organization within the National Education Association, and to unite the efforts of health educators, physical educators, and leaders in school recreation under one organization.

The final terms of the merger were approved in April by the Legislative Council of the American Physical Education Association, and later by the Executive Committee of the Department of School Health and Physical Education of the N.E.A. by mail vote. The official union of the two organizations was effected at the Annual Meeting of the N.E.A. in Detroit in June. Thus the American Physical Education Association, as a name, goes out of existence, as does that of the Department of School Health and Physical Education of the N.E.A.; and the American Association for Health and Physical Education—A Department of the N.E.A.—arises from the ashes.

The history of the negotiations that led up to the merger is interesting, but too long to present here. I cannot refrain, however, from commenting upon the splendid spirit of cooperation and sportsmanship that was shown by all concerned. All of the interest groups affected realized that some sacrifices would have to be made, and these *were* made in the finest spirit.

The reorganization carried over the larger part of the organization of the American Physical Education Association, with some changes and additions. The officers elected by the A.P.E.A. at the New York meeting were continued, as were the Governing Board and the Legislative Council. Three *divisions* were added, the Division of Health Education, the Division of Physical Education, and the Division of Recreation. At the Detroit meeting, four new sections were added under the Division of Health Education, as follows: (1) Health Education Teacher Training Section, Dr. C. E. Turner, Massachusetts Institute of Technology, Chairman; (2) School Physicians Section, Dr. Don W. Gudakunst, Department of Health, Detroit, Chairman; (4) School Nurses Section, Miss Lulu V. Cline, South Bend, Indiana, Chairman; and (4) Nutrition Section, Miss Carlotta Greer, Cleveland, Chairman. These sections, with the Health Instruction Section with Major E. V. Graves of the State Department of Education, Virginia, as Chairman, form the Health Education Division under the chairmanship of Dr. Edna W. Bailey of the University of California, Berkeley, the immediate Past-President of the Department of School Health and Physical Education of the N.E.A. The arrangement of the other sections of the American Physical Education Association under the three divisions will be determined by the sections themselves and the Legislative Council at their next meetings.

The new Association will continue to publish the JOURNAL OF HEALTH AND PHYSICAL EDUCATION and *The Research Quarterly,* and will carry on the work in physical education that was done in the past by the A.P.E.A. In addition, however, the American Association for Health and Physical Education assumes new and profoundly important tasks. First, the Association, through the Division of Health Education, hopes to give unity and leadership to much of the work in health education as it affects the schools. To this end—just as the A.P.E.A. did and the new Association will continue to do with physical education national professional organizations—national organizations in the field of health education that are desirous of cooperating, are invited to become affiliated organizations, to have a voice in the Legislative Council, and to participate as organizations and as individuals in our work, our deliberations, our legislation, and our conventions—state, district, and national. In addition, we are hopeful that the experts in all fields of health education will cooperate with the Association in furthering the service to be rendered by the Association, without in any way lessening or limiting their services as individuals or through other professional organizations through which they have been accustomed to work. We are fortunate in beginning this new enterprise with such excellent leadership in the Health Education Division and Sections.

In the Recreation Division, the organization is not yet as complete nor as complex. This division, however, faces very important issues and opportunities in that field, especially as it affects school systems.

The merging with the National Education Association affects the Association most favorably. No limiting restrictions have been imposed. The same state, district, and national organizations and meetings will be continued and expanded to include health education and recreation

in each constituent organization of the Association. In addition, the organized forces of the National Education Association will be at the service of the American Association for Health and Physical Education in every way possible.

At the beginning of the fall season, with many State Associations meeting, the officers of the Association would like to request the officers of each State Association to call this new organization of the National Association to the attention of their state constituency; and to make every effort to expand each State Association's organization by inviting health educators and recreation workers of all kinds, as well as physical educators, to participate as members in the state organization, and to organize section programs appropriate to their interests, to the end that the American Association for Health and Physical Education and its state and district associations may be truly representative of the fields of health education, physical education, and recreation, both as to membership and as to professional contributions and service.—*By C. H. McCloy, President,* American Association for Health and Physical Education.

New Safety Measures in Athletics

ANNOUNCEMENTS from three states indicate the increasing interest of administrators and athletic authorities in the physical welfare of the athletes who compete on the school teams. This fall a new regulation requiring three weeks' preliminary practice for all high school teams before playing in a game will go into effect in Wisconsin, Kansas, and Michigan. The application of this new safety measure comes as a direct outgrowth of recent valuable studies by Lloyd, Eastwood, and others which show that the early part of the season is one in which proportionately the most injuries occur. Haste to get players in readiness for the first game is the main contributory factor to this early season toll.

Admirable as is the intent of this new ruling, its success is only partially assured by the restrictions it imposes. The human factor is still involved, since the practice periods may be just as productive of injuries as the actual game itself, especially if they are too prolonged, or if they take the form of exhausting scrimmage. These matters are ones over which the coach has final control and so his sympathetic cooperation is also needed to make the new regulation fully effective.

The wholesale effects of this ruling should be particularly noticeable with the second-string group of players. While the veteran players are not so apt to be introduced to scrimmage too early, this is not the case with those whose abilities are not yet recognized. In order to make quick cuts in large, unwieldy squads, or to try out new players under fire, the resort to scrimmage is often made, even as soon as a day or two after the season's sessions start. The new longer intervening period before the first game, however, should be an important factor in reducing the injury toll of the squad taken as a whole.

Another recommendation to be applied this fall in certain localities is also to be helpful in reducing athletic injuries. It has been found from a study of football accidents that the period comprising the first five minutes of the second half is a dangerous time for high school players. Consequently, coaches are being urged to send their teams on the field at least three minutes before the second half begins in order to allow sufficient time for a warm-up. This preliminary warming up of stiffened muscles is only a common sense measure following the intermission, but too frequently it has been overlooked in coaching practice.

One cause for professional self-congratulation for the new safety enactments, apart from the greater consideration for the players' welfare, lies in the knowledge that the results of research studies are becoming available for guidance in physical education work. The new measures here discussed are a direct outgrowth of such research findings. Moreover, they prophesy scientific guidance for future athletic and physical education practices which will command the respect and support of school administrators as a body.

The Overnight Hike

LAST summer at a discussion meeting a camp counselor made the surprising statement that the overnight hike could not be supported as a health measure and that a number of leaders were beginning to question the wisdom of this traditional feature of the camping program.

The purpose of this editorial is not to try to answer the question but rather to state it, so that more serious study can be given to it. In ratio to the numbers participating, how many children lose sleep on the short hiking trip; how many become infected from mosquito and insect bites or from poisonous plants; how many catch colds; how many have stomach upsets? These are questions that could be answered by carefully conducted surveys.

It may be answered offhand that the loss of one night's sleep is not serious, and that the boys look forward to the hike as one of the alluring parts of their camping experience. No doubt the point will also be made that modern city life already makes children "soft" in muscle and in hardihood and spirit; that the removal of a rugged phase of camp life which typified the pioneer existence is only one more step in this enervating process.

From this standpoint, the question may resolve itself into one of comparative values—whether the dangers and the discomforts are more than justified by an exciting, primitive experience which adds to life's emotional enrichment and which contributes to sturdy, self-reliant individuality.

In finding the answer, there is a responsibility first of all to find the evidence needed in making a decision. The overnight hike may find itself condemned; may find itself justified; it may find itself approved for some boys and girls and disapproved in the case of others who are underweight and more prone to fatigue. But, since a question has been raised, this feature of camping life, so traditional and so thrilling, deserves a careful investigation before sweeping generalizations in regard to its values, whether favorable or the contrary, are accepted.

The Minnesota Study of Physical Education and Related Activities

By

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THE Minnesota Study of Physical Education and Related Activities" is being conducted by the University of Minnesota through the Department of Physical Education and Athletics and the University Committee on Educational Research in cooperation with the Glencoe and Litchfield Public Schools. The study is being financed by an appropriation of forty thousand dollars from intercollegiate athletic funds.

The study was undertaken to improve physical education in selected communities, to develop principles and techniques of general applicability whereby communities other than those selected might enrich educational opportunities in physical education and related activities, and to provide a basis for the modification of the professional training of physical education teachers.

For the present the study is being conducted in two communities which are very similar aside from populations and school enrollments. Glencoe and Litchfield have populations of approximately nineteen hundred and twenty-nine hundred respectively, with school enrollments of nearly five hundred seventy-five and eleven hundred fifty pupils. About fifty per cent of the secondary school pupils in both communities are transported from outlying rural areas in busses.

Rather than present the method of procedure of the study, it appears more apropos to report several administrative policies and program facts which are not necessarily unique but which are merely suggestive illustrations.

In any well administered physical education program a proper balance between the interscholastic, intramural, and instructional phases is maintained. Such apportionment is difficult when one type of extremist demands winning teams while still another type would eliminate interscholastic athletics altogether. Interschool athletics, *per se,* are not unwholesome. Our job is to educate the critics through sound administrative policies and saner programs. For example, most public school football seasons in Minnesota are concluded on or before Armistice Day. It is not unusual for basketball practice to start immediately thereafter. A commendable feature of the Glencoe program is postponement of the first basketball practice each year until on or about December tenth. This policy affords opportunities for pupils to engage in other activities in the gymnasium which may be as important as interscholastic basketball. As pupils engage in and enjoy worth-while educational experiences, they become our staunchest supporters for properly balanced programs.

THOSE of you who have enjoyed success in promoting intramural athletics are cognizant that your results have been attained through policies which not only include but transcend providing facilities and arranging schedules. Three such policies are discussed briefly.

Enlistment of student cooperation in administration will be discussed first. The Litchfield Intramural Association is comprised of representatives of the units. Members *assist* in making rules and regulations, selecting officials and activities, and managing the program. The Director of Health and Physical Education attends all meetings and provides faculty guidance to ensure desired outcomes. Pupils are given as much responsibility as they are capable of assuming in the management and direction of their intramural athletic affairs. This plan of administration is based upon the principle that education should work with, rather than against, pupils' interests. In its operation, faculty domination is avoided as a means of obtaining wholehearted participation of pupils, although faculty responsibility (with students cooperating) for administrative policies is necessary to maintain the educational process. How do pupils profit by such administrative procedure? Cooperative pupil-faculty relationships in planning and conducting the program provide: (1) a desirable means of communication between pupils and faculty members, (2) a sympathetic feeling between pupils and departments since such cooperation better ensures consideration of student interests and needs, and (3) laboratory training in principles learned in the classroom.

Second, another policy which stimulates interest in participation is provision for an excellent quality of instruction in intramural skills during class periods. Then the two phases of physical education are complementary —abilities to play are developed during instructional periods while opportunities for competition are available in the intramural program. Eagerness to play better during noon hours or after school makes for readiness to learn intramural skills in classes where major emphasis is placed on instruction. This practice does not preclude competition during class periods.

Third, demonstrations of intramural activities before the entire student body may stimulate interest. An as-

A paper presented before the Public School Section of the American Physical Education Association Convention, April 1937, New York City.

sembly period of such nature was recently observed at Litchfield. The program included a cross section of noon hour activities sponsored by the school. Activities directed by the physical education department were demonstrations of volleyball, basketball, touchball, handball, tumbling, and boxing; explanations of shuffleboard and table tennis rules followed by actual demonstrations of the games; presentation of champions in fall intramural activities; and a comedy dance act. Are not such motivating policies better from an educational point of view than offering costly awards?

MANY of us are hampered by inadequate indoor and outdoor facilities. Teachers at Glencoe and Litchfield are no exceptions. However, are we making maximum use of available facilities? More specifically, are basketball bleachers placed on the gymnasium floor and left there during the entire season? Permanent bleachers have been removed entirely from the Litchfield gymnasium floor and temporary bleachers are in place at Glencoe for interscholastic contests only. Such procedures have made better class instruction possible and provided space in the gymnasium for participation in such intramural activities as handball, tumbling, and wrestling while team games are in progress. Does your school have a lunchroom which could be converted into a recreation room after the supervised lunch period? This space utilization has facilitated a more diversified intramural program in both schools by providing for such activities as disco, shuffleboard, table tennis, quoits, bullboard, ring toss, and table golf in one room which reduces the personnel required for supervision. Likewise, the added space has made possible expansion of the instructional program in variety of activities and time allotment so that classes in Grades I-IX meet daily in the Glencoe Public Schools.

In the same school a course titled "Physical Education and Sports Administration" has been offered to selected juniors and seniors—potential leaders. It has been patterned after one offered in the New Trier Township High School, Winnetka, Illinois. One credit towards graduation is allowed for the satisfactory completion of the course. The class meets two hours weekly for lectures, discussions, oral and written reports, and one hour weekly for practical instruction in officiating, game techniques, and class assistance. In addition, each student works a *minimum* of two hours weekly on individual projects which include practical assistance in physical education classes, intramural and interscholastic athletics. Reports of this work are required. The course is designed to interest selected students in the field of physical education and offers such individuals an opportunity to determine through practical experience whether or not they would be interested in the physical education profession. As such, it lays the foundation for professional work in college and provides a desirable type of training for volunteer community helpers in that phase of recreation which embraces physical education activities.

ANOTHER feature at Glencoe is the effort of the school to enlist the cooperation of the home in improvement of the posture of elementary school pupils. The De Vry Memo Camera and thirty-five millimeter films are employed for this purpose. The cost of developing fifty pictures is ten cents. The project involves photographing pupils with clothes removed so it was deemed advisable to secure parents' approval. Last year, side view photographs of pupils in natural standing positions were taken. During the current year side view natural standing and best position photographs were taken. They were reproduced at uniform heights and then traced on this paper. Tracings were mailed to parents with (1) a letter which explained the project and emphasized the necessity of continuous cooperation between home and school in the improvement of posture; (2) a folder which depicted four posture profiles ranging from "good" to "very poor"; explanations of (a) what is good posture, (b) its importance, (c) how it is achieved, and (d) how it is maintained; a list of conditions subject to treatment with checks appropriately placed to indicate the pupil's postural defects; and spaces for parents' signatures; (3) another less complete folder to be kept at home for frequent observation. Tracings of children's profiles are compared with the "typical" examples by sliding the tracings along the printed figures to the one of best fit. Postural corrective exercises are supplied by the school.

Posture profiles represent a type of record form. Other kinds have been developed for use in both schools. They include individual permanent physical education records, equipment cards, physician and parent athletic permits, accident forms, team athletic reports, intramural manager's report for each sport, and unit intramural athletic participation forms. These record forms have been recommended for general use by the State Department of Education.

ALTHOUGH records are necessary, they should not be ends in themselves. Their justification is to provide information which might be used to increase the educational opportunities of pupils. Records which are kept throughout the year and then placed in physical education office files never to be used again have no justification. Records may serve several purposes: (1) they facilitate the making of annual reports to superiors; (2) they provide factual information for publicity; (3) they supply data for diagnosis of strengths and weaknesses of programs; and (4) they are useful in guidance programs. Brief illustrations of each of the points will indicate how education of pupils may be improved.

One of the functions of the physical educator is to report to superiors the work of his department. Administrators are not expected to know *everything* which has transpired during the year although they are interested in departmental accomplishments. Without systematic records annual reports are likely to be inaccurate and incomplete. A steady growth in physical education programs from year to year may indicate the need of staff or budget increases. Obviously, increases in personnel and money for physical education should make for better physical education programs.

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The Coaching of Swimming

By

JOHN A. SCARRY

Carnegie Library Club
Homestead, Pennsylvania

IT IS every swimmer's ambition to become a world's champion. Climbing the ladder to National Championships and world records, however, is a very slow process. It cannot be accomplished in one or two years. Occasionally one reads of a boy wonder coming up overnight (as did Weismuller and Kojac) to win a national championship or to break a record. True, they break the newspaper headlines overnight, but they cannot become champion swimmers by the "magic wand" method. The papers in such cases never go into the details of the years of practice with a coach which the swimmer underwent in order to arrive at the top. Very often boys and girls start out with great resolutions to become somebody in the swimming world, but lose courage when after six or eight months of practice they have failed to get into the upper bracket of speedsters. Unwisely they compare their progress with that of others on the same team who seem to go right on improving, slowly but consistently. When this happens they are very likely to drop out altogether unless they get good counsel from their coach. It is all too easy to discourage a pupil who is standing still. Usually, if left alone, he will soon discontinue practice altogether. This is where the coach will get in some of his best, and very often, most profitable work. Many such cases have been classed by coaches in the past as impossible, only to regret it later when the boy or girl made good in some other place. This is not to be construed as encouragement to change coaches at the least lull in progress, but merely as a reminder that progress is necessarily slow, and that it is possible for coaches of large squads to overlook a good bet in their haste to produce a winner. It is up to the coach to study his swimmers so that he is prepared to deal with such problems intelligently when they arise.

The stop watch is often the cause of discouragement to embryo swimmers. Very often the remedy in such cases is to keep them out of practice races, and refrain from timing them for a short time. In this way you keep them from being embarrassed before others, and get their minds on some other phase of practice or endurance work. Later, time them alone, and with the coach's encouragement, they will gradually come out of their slump. Their progress in speed usually comes in proportion to the type and kind of training given, plus consistent practice and proper technique. Also, many nervous and muscular adjustments must necessarily be made from time to time before progress will be noted.

Then there is the swimmer who never seems to meet discouragement. He continually improves for a certain length of time until suddenly one day he finds progress halted. Sometimes his rapid improvement in bringing down his times over given distances has amazed the coach. But, the experienced instructor knows that times made in races or practices are only indications of the possibilities of the individual, and are not always permanent. In such cases where a setback is experienced there is a danger of discouragement. The mental slump complex is hard to overcome if it is not nipped in the beginning. A swimmer will actually believe he is getting worse in every way, even to remarking, "I will never get any better." I had such a swimmer who later became a great champion.

In most cases of the above types, the swimmer has simply reached his or her physiological limit or plateau, and there is nothing to be done, but to keep at work, and to keep right mentally. Gradually the muscles and nervous system will get organized to the extra efforts, and the swimmer will come out of the apparent slump just as suddenly as he first went into it. However, every swimmer seems to have a limit beyond which he cannot go. Many can never be champions, but almost anyone can be a fair enough competitor to enjoy competition and to score points for his team, besides attaining the personal satisfaction of enjoying good health, as well as the feeling that he has accomplished something. I have found that most swimmers react in proportion to the amount of interest the coach shows in their success. Even on large teams it is advisable to go over details of

Mr. Scarry writes us:

For the past fourteen years my job has been athletic director and coach of swimming of the Carnegie Library Club of Homestead, Pennsylvania. The setup in this building is peculiar to only three steel towns (Homestead, Braddock, and Duquesne), where Andrew Carnegie made his millions. All three plants were given by him to the towns, and endowed by him. Each building contains a music hall in one wing, library in the center, and the athletic club in the other wing.

Some of the champion swimmers who have had their training at our club are Susan Laird and Josephine McKim, members of the 1928 Olympic Team, Anna Mae Gorman of the 1932 Olympic team, Johanna Gorman, runner-up for two years in the Jones Beach, New York, Decathlon, and Lenore Kight, 1932 and 1936 Olympic teams, national champion, and world's record holder.

As for the boys, the colleges and universities take them after high school graduation. Outstanding were Herman Adlesberg and Russell Lindberg, captains of University of Pittsburgh teams, and William Edwards of Carnegie Tech. Another promising young swimmer, Herbert Cosgrove, fourteen years old, won the 100-yard breaststroke in this year's district scholastic championship in 1:13 5/10 seconds, and swam the 220 in 3 seconds flat. In winning the hundred, Herbert broke the W.P.I.A.L. and pool record for this distance.

form with each one individually. Never discourage anyone by word, sign, or facial expression. Most participants know they have faults, and like a little attention now and then from their coach.

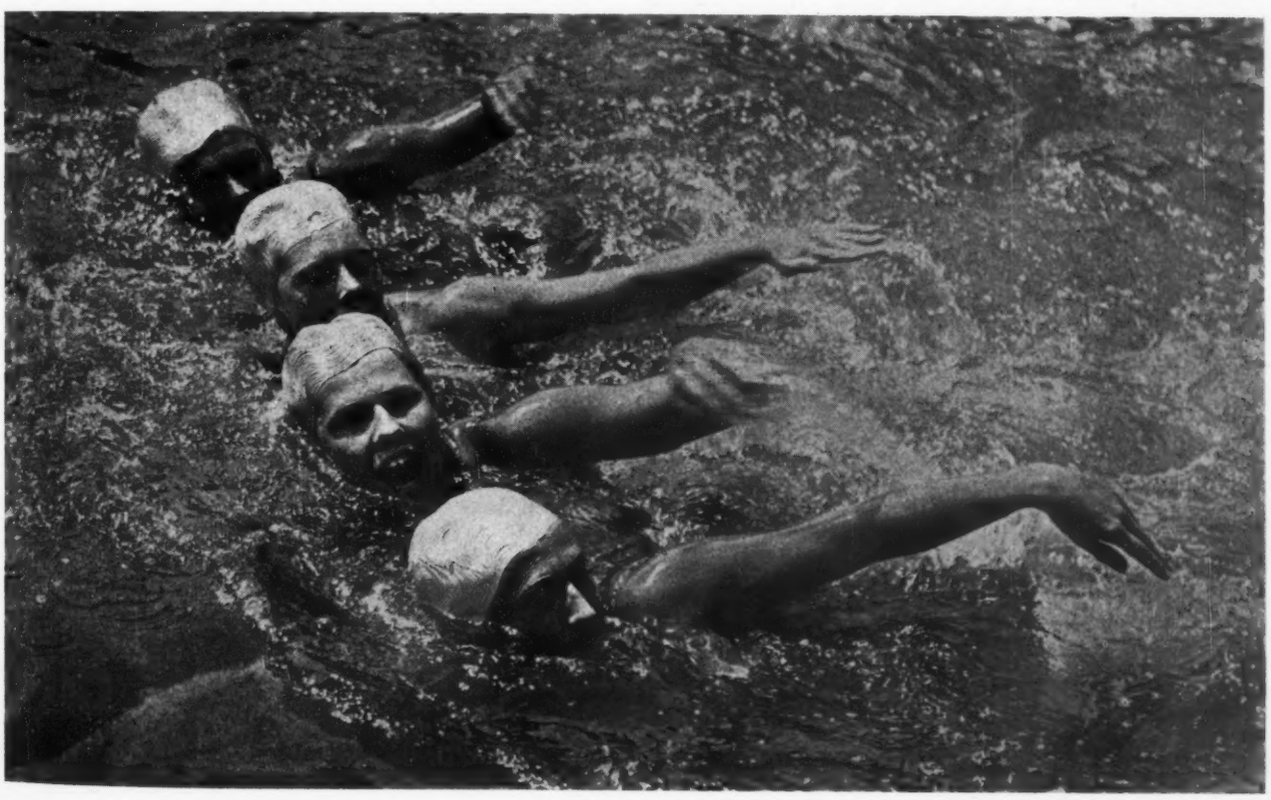
People often have remarked on the wonderful trips swimmers take to meets and about the lovely times they must have. It is wonderful when one considers that many of them would never get away from the home town otherwise. It really should be of educational value to them. I believe that most contestants in amateur sport feel they have been well rewarded for their efforts and would do it all over again. It is true that the average swimmer must work hard to become a champion, but it isn't always play for the coach either. He must do a lot of hard thinking, especially if he has a few who exhibit inferiority complexes at the least sign of reverse in form. Every coach knows and readily recognizes this type.

This photo of Lenore Kight illustrates the position of the left arm and leg after the catch, at the beginning of the left arm drive. The right arm is relaxed in recovery. (The head, of course, would ordinarily be turned toward the recovering arm for the inhale.)

Aside from a few duties, however, there isn't much in the way of secrets or magic to the technique of coaching swimming. All that is necessary is a thorough application to the study of each individual by the coach; and, on the part of the pupil, a willingness to work, think, and carry out all instructions to the letter. Naturally, any athlete must be willing to forego some good times and a few luxuries, though never to the point of becoming a slave to the sport. Most athletes practice a sport because they like it, and because it keeps them in good health. Now and then one will crop up who thinks the sport should lead to a pot of gold, but this type is in the minority. If the athlete and coach are in harmony, and work regularly and consistently, a champion is bound to arrive sometime.

In regard to coaching, I like to get young material for my teams. The young athletes are plastic and teachable, and usually like to swim for the fun of it. Personally, I think it would be a good idea if the best coaches were hired for the grades instead of the colleges. Beyond the age of fifteen, present-day social habits have already been

The "Four Horsewomen," charges of Mr. Scarry, do a little rhythm swimming during an exhibition.



Water Polo Champions of Pennsylvania, 1930-1934. The author is in the center, standing.

formed, and a coach has too much other work to do to be trying to break down such barriers. With new material I confine the training work to stressing form and to the development of endurance. Rarely do I permit inexperienced candidates to race or swim under a watch until they have attained some degree of form and endurance. Most of their work consists of swimming exercises with arms, legs, relaxation, and breathing, with an attempt to make the swimmer conscious of his position in the water. All the while checks must be made on the faults that may arise, such as up-and-down motions, and rolling too much out of line. Practice the movements of arms, head, and legs so that they will function independently, and rhythmically. The position of the paddles is important. Do they slip, or slice in stroking? Do they filter through? Catching with a jerky pull, and breaking for recovery too soon are common faults.

Rarely does a coach get a pupil who does not exhibit most of the above faults, or should I say, tendencies toward such faults. This type of corrective work should go on for six or eight weeks, and in many cases much longer if the coach is really sincere in his coaching. After the swimmer has accomplished the work of swimming two or three hundred yards with legs and arms separately, he begins to spend a little time on the starts and turns. Having learned this properly he is now sent on daily endurance swims until he can swim five hundred yards with a fair degree of form. This means swimming with rhythm and smoothness as well as learning to hold pace. He must be constantly thinking and checking on his form while swimming. As yet he knows nothing about sprinting.

Constant sprinting and being timed is a handicap to good form. The swimmer never gets time under such conditions to acquire and organize correct habits. Even champions fall into bad habits and poor form when they are raced and timed daily. Once they fall into bad habits they must dissect their stroke and go back to fundamentals again.

More than half of a swimmer's speed and power comes from the arms. Therefore, you can see how important it is to time properly the recovery and the catch in a full revolution of the arms. How to time a stroke is a matter of individual opinion, and, as yet, has not been standardized by anyone. I suppose as long as the anatomical differences of individuals exist, this will continue to be a matter of personal opinion. In my teaching I strive to have the recovering hand make the catch just before the under or driving hand breaks for the recovery, so that for an instant, both hands are forward at the same time. Of course a swimmer's natural buoyancy must be considered. Greater buoyancy will allow more stress and force to be centered on the arms' drive. The main idea is to swim so that you arrive at your destination the quickest and the freshest. But never stop trying to improve your form. By all means sacrifice speed until you have attained good form as interpreted by your coach. The leg drive is secondary, but it is well to time

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. . Teaching Football . .

By

ELWOOD ALLISON

University High School
Oakland, California

THE High School football coach is usually regarded merely as an individual responsible for the development of a winning team. In reality he is a teacher, holding the same relationship to the school as other members of the faculty. Every conscientious teacher endeavors to discover the possibilities of each student and to develop these possibilities in worth-while activities. In like manner, the coach has opportunity for this kind of service as great as that of any teacher in the high school. The intimate and informal relationship between the boys and coach provides a means of insight and understanding which is not always possible in the classroom. Because of this relationship a coach's responsibility is far greater than that required to turn out winning teams. The final proof of this instruction is less in the excellence of the tackling, blocking, and kicking than in the evidences of teamwork, sportsmanship, and fair play.

In order to be a real teacher, the coach must be as interested in the welfare of each boy as he is in developing the boy's ability as a player. Accordingly, like other teachers, he must know educational principles and be able to put them to practice. A college football star may qualify as All-American and yet lack the qualifications of a successful teacher-coach. The football coach contributes to the lives of boys who come under his instruction by directing their efforts toward an increase in knowledge, the formation of certain specific habits, and the development of definite patterns of conduct. The boys learn rules, interpretations of rules, and duties of captain and team member. They develop skills in fundamentals, such as teaching, blocking, kicking. They acquire attitudes toward team mates, opponents, officials.

ANY scheme of teaching must define duties and responsibilities and must provide for freedom in participation. The routine of drill for teaching football fundamentals is probably no different at University High School than at any other high school. A daily schedule is followed, employing methods of teaching that will result in the greatest efficiency. The squad is divided into two groups for instruction—the linemen and backfield, each group being under the direct supervision of a coach. The schedule of instruction varies from week to week during the season; but tackling, blocking, kicking, and passing are continually emphasized. These skills cannot be overemphasized. Each afternoon practice begins with warming-up exercises which develop the back, legs, knees, and ankles, and which naturally stimulate heart and lung activity. These exercises continue for seven or eight minutes, with the team managers responsible for checking the time allocated in the instruction schedule. After the warm-up, group work begins. The following schedule shows one day's work.

Linemen	Backfield
Announcements	Announcements
1. Exercises ..... 7 minutes	1. Exercises ..... 7 minutes
2. 2 on 1 .....15 minutes	2. Tackling .....15 minutes
(a) high-low	(a) side
(b) head, neck and shoulder	(b) head-on
3. Skeleton plays ..10 minutes	3. Skeleton plays...10 minutes
4. Charging machine 10 minutes	4. Blocking .....10 minutes
5. Dummy scrimmage 15 minutes	(a) head, neck, and shoulder
6. Signals .....15 minutes	(b) Cross body
7. Scrimmage .....20 minutes	5. Dummy scrimmage 15 minutes
8. Wind sprints .... 5 minutes	6. Signals .....15 minutes
9. Kicking .....20 minutes	7. Scrimmage .....20 minutes
(a) drop-kicking	8. Wind sprints.....5 minutes
(b) place-kicking	9. Kicking .....20 minutes
(c) punting	(a) drop-kicking
(d) kicking-off	(b) place-kicking
	(c) punting
	(d) kicking-off

The practice period is not a time of drudgery, but a pleasant experience with pleasant associations. The work is strenuous but not too long continued. The workout of an hour and a half is followed by practice in drop-kicking, punting, and kicking-off; each boy is encouraged to participate in this practice. To increase interest, a record is kept of each boy's achievement from day to day. The players enjoy competing with their team mates.

The practice of these skills by the squad uncovers and develops special talent. The first East-West high school football game in Oakland was won by a boy who had learned his drop-kicking in this way. He was encouraged, as were all others, to participate in this activity.

THE responsibility for a boy's playing football is shared by the parent. Parental permission must be granted before any boy is permitted to participate in football at University High School. The form letter quoted in part below is sent home at the beginning of each football season; when signed by one or both parents, it is kept on file.

There is available for football players a choice of insurance coverage. One plan covers all injuries received in any form of supervised athletics, physical education, or recreation during a year at a cost of $9.00. The other covers medical and hospital care of

injuries incurred in football only, at a premium cost of $3.00.

While the school takes every precaution in the way of equipment and physical examination to protect football players, it is in no way responsible for the cost of medical services or hospitalization resulting from injuries.

As stated in this letter, there are two types of football insurance. This protection is advised and encouraged. More than 80 per cent of the squad take advantage of this coverage.

Another letter is later sent to parents of boys participating in this sport which sets forth the policies of the school in regard to participation. In substance, it states the following:

We consider above all else the educational significance and value of sports, and conduct them accordingly. While we realize that a team should give all it has to winning the game, we believe a team may finish very well down the line and still, from the educational viewpoint, have had a successful season.

Our coaches, therefore, are expected to teach a fine, clean type of game, supplying leadership in the development of good sportsmanship, and never sacrificing the present or future well-being of any boy for the so-called glory of team or school. To further safeguard the boys, medical examinations are given before and during the season, boys are encouraged to take out accident insurance, and no player is permitted to stay in the game if his condition indicates that further play would be detrimental to his best interests.

In a word, we wish to provide situations in interschool sports in which your boy may gain experiences which will have wholesome influence on his progress toward a fine type of manhood.

Not only are the players at University High School protected by insurance and by physical examinations made by the school physician, but their football equipment, such as pants, helmets, and shoulder pads, are the best money can buy. Enough is furnished to equip adequately fifty-five boys. The number of boys who wish to learn to play football is always greater than the number of suits to be issued. Throughout most of the season, these additional boys are permitted to practice kicking, passing, centering, and running signals without protective equipment, but are never allowed to indulge in scrimmage or bodily contact.

THERE is no field so fertile as football in providing opportunity for developing patterns of conduct. All teachers know the boisterous, over-social, happy-go-lucky individual who is an annoyance to everyone around him. A student of this type at University High School was greatly changed in his actions through properly directed football. This boy, who had been a problem at school and at home, became a respected citizen in the school. His parents, through letters to the principal and vice-principal of the school and through conversations with the coach, gave full credit for this change to the boy's football experience. Boys of this sort are not always a great help to the team, but the team means much in their development.

The unsocial, backward, shy individual can be helped through football. Such a boy might go unnoticed and unapproached by many coaches. Here, again, are unlimited possibilities for using football as a socializing agency.

The self-centered "star" has always been in evidence. But again, under proper direction and guidance, he may be brought to see himself in terms of the group. The influence of team mates rather than that of the coach will most often lead a boy to concern himself with group purposes rather than with the achievement of personal glory.

Best of all, finally, is the normal student, who participates because he loves the game. Fortunately most players are of this sort and present no special problem. The boy of this type derives great satisfaction from a game of physical contact, from playing according to rules, from cooperating with his team mates, and from playing hard to win. One of the greatest satisfactions such a boy gains from football is that of learning to do well what he likes to do.

PLAYERS derive the greatest benefit from football when they are allowed to manage the game as well as play it. They are entirely capable of doing many things ordinarily done for them by the coach, such as caring for equipment, making and enforcing training rules, maintaining team morale, awarding honors, assisting in choosing members of the team, selecting plays in the game, reviewing strategy between halves, and making post-game analyses.

The matter of training on the University High School football squad has been under team control since 1930. In the beginning the coach discussed with three of the leaders plans for inaugurating a scheme of team training. The boys thought favorably of the plan and selected seven of their number to work with the coach. It was arranged that two of these be juniors and two sophomores. Thus as the three seniors graduate each year, there is left a nucleus who are familiar with the organization and who are able to work harmoniously and efficiently. Each year this nucleus has selected three to fill the vacancies. These seven boys are known as the training group. The chairman of the training group has, with one exception, been the captain of the team. This group, under the guidance of the coach, control the training of the squad. They have authority even to remove a boy from the team, when necessary to promote the good of the group as a whole. Usually a reprimand from the training group is sufficient to accomplish the desired improvement, but there have been occasions when the offender was dismissed from the team.

The managerial staff of the University High School football team includes four non-playing students—one senior manager, a junior, and two sophomores. Each year as the senior graduates his place is taken by the junior. Of the two sophomores, who now are juniors, one is chosen junior manager. The other drops from the staff, and two new members are selected from applicants of the incoming sophomores. There are always several applicants for positions, boys who are unable to play football but are eager to have this experience with the teams and game. As an award for their services, the senior manager each year receives a Block U and the junior manager receives a Circle U.

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Defense in Lacrosse

By
VIRGINIA BOURQUARDEZ
Member, All-American Reserve Lacrosse Team, 1934

THERE are six defense players on a lacrosse team—a goalkeeper, point, coverpoint, third man, and two wing defenses, right and left. It is the duty of each defense player to mark her opposing attack and to prevent her from scoring. Each position calls for specific requirements.

The goalkeeper naturally must be a person who is quick to react. The space she has to cover is a relatively small one, but, unlike goalkeepers in most games, she must be able to intercept shots both high and low, in the air or on the ground. Since many shots are made at close range she must be able to judge direction quickly. A goalkeeper must also have a good long clearing shot that will reach her wing attacks.

Point marks first home. She too must be able to act quickly and in a small space as she is the last defense between her opponent and goal. She must be able to intercept and clear balls quickly, making use of short neat passes to her wings or center. She must mark closely.

Coverpoint acts as the link between point and third man. She marks second home and must be ready to interchange with third man or the wing defenses if they are drawn off. She is in a very good position to intercept passes and must be quick to start an attack.

Third man marks third home. It is her duty to take on center if center gets free and as soon as center gets on a line with her. She must be decisive in her interchange and use good judgment about coming off. She is in a good position to give clearing passes to her center or her wing attacks.

Defense wings must be fast. They mark the opposing wings and must be ready to intercept long passes which may come to their wing. They must also be ready to interchange with coverpoint if coverpoint is drawn off.

Lacrosse is one of the few games that offers to defense players full opportunity to develop all their skills. Played on a wide area, with almost unrestricted movement and freedom of action that comes from natural movements, it is a fine game for teaching the rudiments of defense. It has the additional advantage over many games of being played in the air.

The qualities of a good defense player in lacrosse are:

1. The ability to intercept passes.
2. The ability to "body check" effectively.

These articles are submitted by the Women's Rules and Editorial Committee of the National Section on Women's Athletics of the American Association for Health and Physical Education.

(Continued on Page 450)

Attack in Lacrosse

By
BETTY RICHEY
Member, All-American Lacrosse Team, 1933-1936

ATTACK play in Lacrosse ought to be easier for Americans than defense, since it involves so many of the tactics of basketball. Of course, as in any team game, the success of the attack is dependent on the skill of the individual players in handling the ball and in seeing opportunities. Too many times a good attack fails at the last moment because one member of the team is unable to catch or pass easily. However, I am discussing the ideal team, in which every player is able to carry out the technical details necessary for her position.

As in basketball, attack play consists of utilizing spaces in order to get the goal as quickly as possible. The wings should do most of the carrying of the ball since this opens up the game and leaves more space for a pass. The homes must be careful to leave an opening in front of goal which can be used at the proper moment. Too often the wing carries the ball down the field and then has no place to pass the ball except into a mass of players in front of the goal. First home especially is apt to spoil the attack unless she is extremely careful not to stay too near the goal, since her object is to draw her opponent away from goal, leaving a space to which she can run to meet the ball. The entire game consists of luring your opponent away and then dashing ahead to receive the ball in the space you and your fellow players have made. Sometimes the defense can be outrun, but against a good team the only thing which is successful is the ability to outwit your opponent and thus to provide spaces for receiving passes and shooting. This requires the ability to turn quickly, but it also involves very close understanding among the players in order to utilize the free person immediately. Nothing is more disconcerting than having a pass come too late, when the defense has managed to get back in time to intercept it. A few seconds delay is sufficient to spoil a pass, since the moment to pass is not when you see a free person but when you see that a player is about to get free. American attack players must acquire more confidence in each other's ability to get free and to pass as they are getting away instead of waiting till they are actually in the clear, since it is that extra second or two which often spells defeat.

Positioning for the attack depends on the center or third home. If the center draws out to one side, third home should go to the other, second to the same side as center, and first as third. More often third home initiates the attack, but the other attack players must watch

(Continued on Page 450)

Table Tennis

Out of the Basement —into the Schools

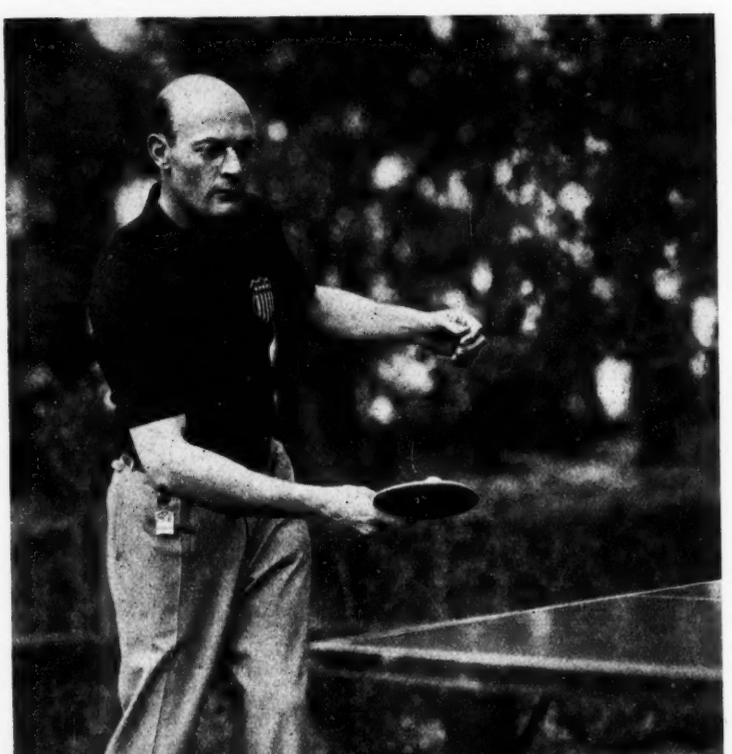
By

COLEMAN CLARK

Former National Champion and International Authority on Table Tennis

TABLE tennis was invented and first played by the English about fifty years ago.[1] In its infancy it was no more than a crude parlor pastime. However, around the turn of the century an Englishman invented a light, celluloid ball and introduced a pebbled-rubber cloth with which he surfaced the blade of his racket. These innovations did to table tennis what the invention of the self starter did to popularize the automobile. Other refinements improved the game so much that almost overnight it became an international fad. But like all crazes the thing was overdone and owing to the fact that there were no uniform rules or standardized equipment, the pastime wearied people and by 1905 faded quickly. But it sprang to life after the World War and slowly began to win admirers in every quarter of the globe. The new game that was ushered in at this time was a distinctly better one. This was due in no small measure to the formation of an international governing body which fostered national and world-wide competitions (twenty-five nations are affiliated with the International Table Tennis Federation, which for the past eleven years has sponsored international championships), adopted uniform rules and laid down specifications for improved and standardized equipment. But even the rejuvenated game was, for a time, looked upon by skeptics as nothing to brag about.

The author in action, showing the finish of a forehand defensive chop shot.



Prejudice Overcome

But table tennis is not the only recreation that had to overcome prejudice. You will recall not so many years ago that tennis and golf were called "minor sports." Golf was "an old man's game" and tennis, with its white trousers and "love game" business, was frequently associated with pretty boys and pink tea. But these were games that had the real stuff and time proved it. Table tennis, too, has finally won the praise and respect of the leading figures in athletic circles everywhere. Harken to the words of A. A. Stagg, veteran football mentor: "Few people realize the enormous amount of table tennis played (5,000,000 in the United States is the author's estimate). I have come to the conclusion that it is not only a great game but is entitled to hold a position among our national sports." And here is what Arch Ward, well known sports editor of the *Chicago Tribune*, writes, "I don't believe the general public realizes the physical exertion and scientific play table tennis demands. I didn't until I saw it and tried it. I consider it a fine form of exercise."

Popularity Explained

One wonders why this miniature pastime has probably become America's national indoor sport during the past ten years. Let us examine some plausible reasons. In the first place it is compact, requiring far less space than is needed for other indoor sports. Here is the original vest pocket game which can overnight convert a home into an athletic club or a spare room into a gym with the outlay of only a small sum for equipment. In contrast to leisurely golf, for example, where, taking everything into account, a full half day is taken up for eighteen holes, table tennis is an efficient lunch counter proposition. No time wasted—just peel off the coat and go to it. (Tourna-

[1] Table tennis is the true name of the game. "Ping-Pong" is a brand of table tennis equipment. It is a commercial name, a trademark with rules which are copyrighted.

ment players are always uniformed). Like medicine it can be taken in measured doses. If you are itching for a vigorous workout you can get one in an hour or less, or if you just wish to relax, two or three snappy games will do. As the rules are simple and the rudiments of the game quickly learned its appeal to youths of both sexes is great (my eleven year old boy is such an enthusiast that I scarcely have time to swallow my dessert.)

And make no mistake about the game affording exercise. There is a good deal of running and jumping about. I have known many people who have lost from fifteen to thirty pounds during a period of three or four months. It is a developer of the large muscles, too, particularly of the legs and abdomen—there are no caddies in table tennis. Here is a sport that develops coordination, grace, and quick thinking. In addition it is one of infinite skill, because to become highly proficient one must not only master more strokes than there are in tennis, but thoroughly understand the intricacies of spin or "english" on the ball.

The author's grip. This is a rear view of the orthodox "tennis grip." Note that the hand rests snugly against the throat of the racket, and the position of the index finger. The old-fashioned "pen-holder" grip is not recommended. This racket is surfaced with pebbled rubber.

Table Tennis in Schools and Colleges

Teachers of physical education in the schools are gradually waking up to the fact that here is a game that is a worthy activity abounding in strong social and physical advantages for growing youths. Not long ago a New York University student submitted a questionaire to several hundred instructors of physical education in the New York City high schools to ascertain which sports they valued most. The activities listed were football, basketball, handball, baseball, swimming, and table tennis. In "leadership" and "out-of-class"activity it ranked first. The replies also stressed table tennis as an excellent carry-over hobby, an individual sport where size or weight make little difference. As the game can be indulged in lightly, many teachers mentioned that it was admirably suited for that sizable group of students convalescing from sickness. Furthermore, it was brought out that the game served a real need in affording just the right amount of exertion for that minority whose bodies were too frail or whose organs were too weak to take part in more vigorous team or individual games. Many teachers also discovered subnormal misfits who for some reason shunned team competition went in for the table game with zest. In some instances crippled children, who could make little progress in other sports, became very adept at table tennis.

Two years ago Miss Jay Purves, who is in charge of girls' athletics at Maine Township High School at Des Plaines, Illinois, installed four regulation tables in a spare room. The idea met with such success that her pupils soon literally stood in line to play and many took advantage of the facilities before and after school hours. At the noon hour—the problem hour at many schools—the rush was so great that only doubles play was permitted in order to give twice the number the opportunity to compete. Table tennis is now firmly established at Maine both for boys and girls. Miss Purves is a member of the United States team which captured the international women's team championship at Vienna, Austria, this year.

For years table tennis has been recognized at Northwestern University as a developer of sportsmanship and sound bodies. Director of Athletics K. L. Wilson tells me that hundreds of students compete during the winter months in the annual championships. Mr. Wilson thinks so highly of the game that he has invited me the past three summers to exhibit and demonstrate the game before his large Summer School group of coaches. It is a strongly instituted intramural sport at Northwestern, too, as it is in many institutions of learning. Many directors of intramural sports have told me that table tennis brings the lonesome freshmen together. Friendships are quickly made around the little green tables. Drop in at the Michigan Union at Ann Arbor or the students Reynold's Club at the University of Chicago around the noon hour if you want to see six or eight tables given a workout. Hundreds of high schools and colleges have varsity teams that compete against one another. Interscholastic and intercollegiate meets are not rare. The game is also making great strides in all sorts of recreation centers, clubs of various kinds, churches, and industrial plants.

How to Get Started

Let us assume that you wish to institute table tennis in your school. You have looked about and discovered space enough for, let us say, two or four tables. Bear in mind that tables are generally hinged together in the middle so that they may be put up and taken down with little effort. The table is nine feet long, five feet wide and the top surface 30 inches from the floor. White lines one-half inch wide circle the edge of the table, and a one-eighth inch line runs down the center of the table. Tables should be painted green and the top should be at least three-fourths inches thick and made of five-ply veneer. The official height of the net is now only six inches (formerly six and three-fourths inches high.)

The modern game characterized by its spin, speed, and skill calls for a considerable amount of free space (run-back) behind the ends of the table. Ten to twelve

(*Continued on Page 450*)

AROUND THE COUNTRY

WITH J. E. ROGERS

At a recent meeting of the New Jersey Physical Education Association, Superintendent Arthur S. Chenoweth said, ". . . I expect of the teachers of physical education: efficiency . . . ability to get along with people . . . a sense of humor . . . a willingness to give . . . the acceptance of the unexpected with a smile . . . treatment of boys as boys and girls as girls. I believe physical education teachers are more unrestricted and do not fall into ruts as easily as others: I think we all suffer from over-specialization, in that we are likely to become so engrossed in our own field that we can see no other. I think there is no group of teachers farther along the road to higher and better education than physical education teachers. We all still have a long way to go. . . ."

* * *

Thurman B. Rice, State Director of Health and Physical Education, Indiana, has been writing some very interesting articles in the monthly bulletin "Indiana Division of Public Health." His articles "What Shall We Teach in Hygiene" and "Ten Principles in Health Teaching" are worth-while reading.

* * *

The Fresno High School Girls' Athletic Association earns money by selling pom-poms for all athletic events. This is one of their chief means of supporting their activities. They have a corner on this concession.

* * *

Everyone will be glad to hear that our good friend, Dr. J. H. McCurdy, has been doing research in physiology and physical education. He has been making some very interesting studies in cooperation with the medical officers and soldiers at the Field Service School for Advance Medical Officers at Carlisle, Pennsylvania. Dr. McCurdy is enjoying his work very much.

* * *

It is a pleasure to announce the publication of an excellent book called "Sand Craft" by J. Leonard Mason Sc.D., published by J. L. Hammett Company, Cambridge, Mass. Dr. Mason has long been a leader in physical education and recreation and is America's outstanding apostle of the place of sand play in education. This is a very worth-while book.

* * *

Ruth Elliott Houston, Professor of Health and Physical Education, State Teachers College, Buffalo, has made a valuable and interesting study on "Modern Trends in Physical Education Facilities for College Women." This study, completed at the University of California after three years work and travel, contains architectural plans and 175 interior and exterior photographs of physical education buildings on the campus of the University of California at Berkeley, University of California at Los Angeles, Universities of Texas, Washington, and Stanford, Smith College, and Vassar College. It contains a chapter on the history of the development of physical education departments in each of these seven institutions; also historical survey of physical education for college women. Cost, architects, areas, type of construction, increase of activities are summarized in charts. This is valuable for architects for research reference and for colleges and schools contemplating a building. This study was instrumental in securing a woman's gymnasium for Oberlin College.

* * *

Elizabeth Halsey, Director, Department of Physical Education for Women, State University of Iowa, writes of the interesting recreation developments at the University. A very rich program has been developed.

George T. Stafford of the University of Illinois is now a Doctor. He has received his Ph.D. degree from New York University. He is planning another book in the field of individual gymnastics to be called "Adapted Sports."

* * *

Ralph Piper, Supervisor of Sports Education, University of Minnesota, is always turning out very fine teaching material. He has just sent on to me "Games and Stunts for Progressive Game Parties, Socials, Noon Hour Programs, and Camp Nights."

* * *

A very fine "Preliminary Study of Group Opinions Relating to Certain School Health Policies" has been prepared and published under the direction of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. Dr. Edna Bailey was chairman. This report is most constructive and very helpful.

* * *

Each year George Williams College holds a Physical Education Institute. They have published the proceedings of the second annual institute. These proceedings are very much worth while and cover the following four main topics: The Need For Re-Thinking Objectives; Health and Physical Fitness—What Are They; Health and Physical Fitness—How Develop Them; and Health and Physical Fitness—How Measure Them.

* * *

Gertrude Manchester, of Ohio Wesleyan University, is going to Georgia State College for Women at Milledgeville.

* * *

The California State Department of Education disapproves the introduction of American football into the junior high school program. Ample opportunity to participate in this game awaits boys on the high school and college levels.

* * *

Dr. Frank P. Maguire, Chief of the division of health and Physical Education, Department of Public Instruction, Harrisburg, has decided to issue a completely revised course of study in physical education including grades 1 to 12 for the state of Pennsylvania, rather than the publication of a bulletin dealing solely with play activities. A teacher committee chaired by A. L. Rummer, Director of Physical Education of Wilkes-Barre, Pennsylvania, is at work on this project under the guidance and direction of Dr. Maguire. It is expected that this new syllabus, which will contain all the newer developments in the field of physical education, will be in the hands of teachers when school opens next September.

* * *

Functional Football by John DaGrosa has just been published by the W. B. Saunders Co. This is a very unusual contribution. The author, who has been an outstanding player, coach, and teacher, presents very practical material with 240 illustrations and diagrams. Both the publisher and the author are to be congratulated on this publication.

* * *

Addie Scruggs, Riverside High School, Fort Worth, is starting a big extra-curricular program of sports clubs for her boys and girls.

* * *

The College of William and Mary, Williamsburg—Tucker Jones, director—ranks among the best and finest in physiotherapy training.

* * *

The Bureau of Nutrition and Health Education, Division of Extension, University of Texas, has published two very interesting studies—"An Accident Study of Texas School Chil-

dren" by Jeanie M. Pinckney, and "A Report on School Service Systems in Sixty-Two Texas Elementary School Buildings" by Carl V. Bredt.

* * *

The News Letter of the Health and Physical Education Association of Western Pennsylvania contains many items of real interest.

* * *

In Detroit, safety education has recently been placed in the department of health and physical education. At the present time they are particularly concerned with the problem of traffic safety. Twenty lessons are being given in connection with social science in the 8th grade; twenty lessons are being given in the 10th grade in connection with health instruction work in the department; and ten lessons are being given in the 12th grade in civics. Courses of study and unit lessons have been developed on each of these levels. This work is a part of the standard requirements on the grade levels mentioned. Every high school student must pass a satisfactory examination on the traffic laws and ordinances of Michigan and Detroit before he can graduate.

* * *

Mr. Ralph H. Colson is now Assistant Supervisor of Physical Education, State House, Boston, Massachusetts. Raymond H. Grayson, State Supervisor of Physical Education in Massachusetts, reports progress and fine promise for the future.

* * *

The women directors of health and physical education in the state institutions of higher learning in Texas have gotten together. The organizing committee was composed of Hazel Casserly, Claire Mitchell, and Anna Hiss. There are fourteen charter members. Thirty-two of the sixty-four colleges in Texas are interested in forming the organization. Hope to round up the group in 1937-1938.

* * *

W. J. Wittich, Director of Physical Education, State Teachers College, La Crosse, Wisconsin, writes as follows: "Permit me also to call to your attention that we are working on an outline of physical activities for children and adolescents. Two of these are already in pamphlet form and ready for distribution. Of course, it should be understood that they are merely working outlines for students of physical education. The materials, such as descriptions, music, etc. are given in the bibliography. I am sending you a copy of our first and second school grade outline. You might be interested in the organization of the material. The third and fourth is also ready for distribution. We are working on the fifth and sixth and the junior high school curriculum will be ready within a week or ten days. We are planning on completing this work through the senior high school."

* * *

Special honorable mention must go to Frank McCormick, Director of Athletics, University of Minnesota. Mr. McCormick has created a fund for physical education of $40,000 from the athletic fund—$10,000 a year for four years. This is for survey and research and the establishment of year-round, well-balanced physical education programs in the small towns and rural districts of Minnesota. Already a number of communities in that state have benefited from this forward contribution. It is significant when a director of athletics takes from football funds money to be used for the scientific promotion of physical education in small communities.

* * *

The State Physical Education Department of Louisiana has issued a bulletin, known as No. 296, which is a manual of health and physical education. The manual is practically a course of study to be used by the physical education department of the schools. Articles by such persons as Melba Bouanchaud, Joyce Dalferes, Christine Moon, Janice Lyons, Thelma Z. Kyser, Louis Shortess, Dr. Paul Young, Clyde Mobley, Vesta Richard Bourgeois, Hugh McLaurin, Mrs. Courtney Selleck, and Frank J. Beier appear in this bulletin. The book was compiled by Jess W. Hair, State Supervisor of Physical Education, and is meeting with a good reception. The people in the state welcome the information and are trying their best to adapt themselves to the new situation.

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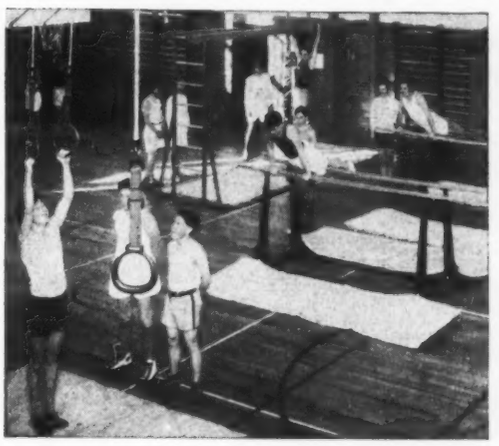

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"How We Do It"

Children's Rest Room, Horace Mann School

When the organized playground was started at Horace Mann School, the intermissions for the physically strong child were cared for. A year later, after the playground was moving along nicely, a new problem became apparent. The child, who for some physical reason could not join in games, yet who was able to be in school, was being sorely neglected and left to stand around and shift for himself as best he could.

This condition presented a real problem, for the Department of Health and Physical Education at Horace Mann attempts to care for the physical needs of every child. This Department also attempts to see that each child's physical education program is best suited to him.

Upon inquiry, it was found that inactivity of the children in games was due to the following reasons: many were post-convalescents, temporarily below par, recovering from children's diseases, a few heart cases, nervous and asthmatic conditions. With most of these children, the active play period, even as spectators, was injurious to them. Rest and quiet seemed the kind of physical education these children needed. They needed to build up and conserve energy, rather than further expend it.

After recognizing the need and feeling that it was serious enough for consideration, the next problem was to find some possible solution. One possibility was to keep the child in the classroom during intermissions. This seemed inadvisable for the child would be held apart from other children and it would offer no change from the regular classroom surroundings, resulting in no recreation at all.

A rest room where the child could lie down seemed the best solution. This would be a change from the classroom, a place where the child could conserve and build up energy, and a place where other children would be. The emphasis in such a room would be on positive health and the child made to feel that he was being benefited by such rest. The corrective gymnasium could be used for such a purpose.

The objectives of the Rest Room are:

1. To provide for the child, not able physically to join in organized play during intermissions.
2. To furnish a suitable place for relaxation and rest.
3. To provide a situation that will invite those needing rest.
4. To have trained Helpers, who will guide those in the Rest Room to habits of relaxation.
5. To develop in the Helpers such habits that they will make the Rest Room a room of joy and comfort.

Different departments in the school helped make the Rest Room a reality. The room itself was first entirely redecorated. All of the corrective gymnasium equipment was removed. The walls were refinished and painted in two tones of brown. The floors were sanded and oiled. Cots were secured and secondhand blankets furnished. The Parent-Teacher Association mended the blankets and got them ready for use.

An arithmetic class in the upper grades figured the amount and cost, and purchased the material for burnt orange theatrical gauze curtains for the four windows in the room. The home-making class measured, made, and hung the curtains.

Each room in the building took turns furnishing attractive health posters that they make in their art classes.

While the room was in the process of being redecorated and furnished, the School Nurse was busy with a Training Class. The members of this training group were sixth grade girls, who were anxious to learn to become Helpers in the Rest Room. The requirements for membership in this group were:

1. The highest grade division not having extra yearly duties.
2. Girls of good mental and physical health.
3. Girls that assume responsibility and receive joy and happiness in service.
4. Girls anxious to learn how to serve.

At last the room was ready for occupancy. What would be the requirement for entrance? The following are the requirements for admission:

1. By request of the family doctor and parent.
2. By special request of the parent, in cooperation with the School Nurse.
3. By special request of the parent, in cooperation with the teacher of physical education.
4. Children who need to get back into activities, gradually, after an illness.

When the Rest Room was ready to be occupied, the girls who had been in the Training Class learning to become Helpers, presented the organization of the Rest Room to the entire school at an Assembly in the Auditorium.

Joie Stapleton
ASSISTANT SUPERVISOR OF PHYSICAL EDUCATION
KANSAS CITY, MISSOURI

Soccer-Basketball

I BELIEVE nobody will dispute the fact that the otherwise excellent and popular game, basketball, makes too great a demand on the endurance of youthful players, that it makes dangerous inroads on the vitality which adolescents need for their growth and future development. To put it briefly, it does the immature players more harm than good. The same may be said about soccer, for in both games the players are "on the jump" from the first second the ball is put in play until the whistle blows for foul or for "time." And often during these brief interruptions an observant specialist can detect distressed signs of exhaustion in many of the players.

To prohibit these games to youthful students is impossible and not advisable, for every healthy American boy is eager to play a game in which he can display his fearlessness, his aggressiveness, and his skill. I therefore take the liberty of submitting to physical directors a game, containing all the elements of both of the above-named games and propose to call it "Soccer-Basketball." The game may be played by 7th, 8th, and 9th grade pupils, both girls and boys, or even by mixed teams.

Advantages of the game: (a) No necessity of making new rules, or providing any extra coaching. All American schoolboys or girls know how to play basketball, and since soccer is getting more and more popular, most of them play this game also. (b) Players will have more chance to rest, for when the ball is in the open field (in possession of soccer players), the basketball players are resting and when the soccer players succeed in forcing the ball into the "basketball field" (soccer penalty area), they have time to rest, i. e., as long as their ball-shooters are able to keep the ball in their field. This makes it possible to introduce the novelty of mixed teams, the boys playing the soccer and the girls playing the basketball.

Field: Regular soccer field, though a smaller field is preferable. The soccer penalty area is of the same dimensions as for soccer; in this game the area is called "basketball field," and a mark fifteen feet from the basket is made within it for the basketball free throw. Circle in the center field, touch and goal lines are the same as in the soccer.

Basket: The post with the basket (standard height) is placed against the middle of the crossbar and may be fastened to the bar with a rope.

Ball: Regulation soccerball. It is advisable for the basketball players (especially girls) to wear old kid gloves for obvious reasons.

Players: There are fourteen players on each team. Five forwards, three halfbacks (soccer players), three basket-shooters and three guards (basketball players). Soccer players play in the regular soccer formation and in the open field only; the three basket-shooters and three guards play in the "basketball field."

Playing and Object of the Game: The ball is put in play according to soccer rules and the players are governed by the

rules of this game. Their only aim is to "work the ball" as near as possible to their "basketball field" and pass it to one of their basket-shooters, who, governed again by the regular basketball rules, either tries to toss the ball into the basket, or if guarded too closely, pass it to a team mate. The opposing guards try to intercept the ball and throw or bat it with an open hand to their soccer players waiting outside, who again, if they obtain the ball, try to force it into their "basketball field" on the opposite end of the field. The soccer players should not crowd too closely around the basketball field in order that they may be in a more favorable position to receive thrown or batted balls. If the attacking forwards or halfbacks succeed in trapping the thrown or batted ball during the scrimmage, they kick it back to the shooters in their basketball field.

Tentative Additional Rules: Soccer players are not allowed to enter the basketball field and must wait outside until the guards succeed in getting possession of the ball and throw or bat it to them, or until the ball accidentally rolls over the boundary line into the soccer field. The basketball players again are not allowed to cross the line in their attempt to retrieve the ball and must depend on their soccer players to return it to them.

Since dribbling on the rough or damp field is sometimes difficult, if not impossible, the basketball player, if he sees an open field is allowed to advance the ball by tossing it up on a run and catching it again, but the ball must be tossed up higher than the runner's head. Violation of this rule requires giving the ball to the nearest opponent (guard) in the place where the infraction of the rule took place. The ball, however, must be passed to another guard before it can be thrown or batted into the soccer field. Outside of this proposed rule the game is governed by the basketball rules. If the condition of the ground allows, dribbling may be practiced also. If for some violation of the rules, a shooter is awarded a free throw, the other players form a lane by standing on both sides in line with the goal posts. In the absence of goal posts the regular lane should be marked.

If the basket-shooter fouls one of the opposing guards, one point is deducted from the score of his team and the referee gives the ball to the guard, who must pass it to another team mate before the ball can be thrown or batted into the soccer field.

Scoring: Basket from the field, 2 points; free throw, 1 point; penalty kick, 3 points. Since the soccer players are deprived of the opportunity to score, the following rule is suggested: If the ball is forced out over the goal line by any soccer player of the defending side, the opposite side is awarded a penalty kick for the basket from the basketball field boundary line, directly opposite the basket. The basket, if made, counts 3 points; if it is not made and it drops into the basketball field, it is in play; if it is kicked outside the boundary line, the referee puts it in play by bouncing it between two opposing players in the soccer field, fifteen feet from the boundary line.

After each score the ball is put in play in the center of the field.

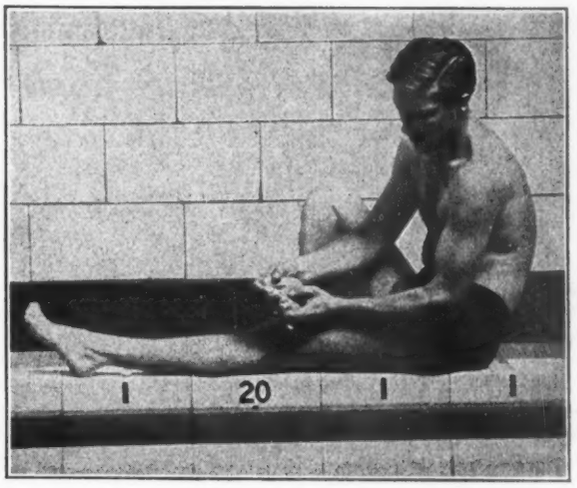
If in a free throw the shooter misses the basket and the ball goes out-of-bounds, it is given to one of the guards on the rear boundary line (goal line).

A foul made in the soccer field is penalized by a free kick given to the opposing side, but the ball must be passed to a team mate, before it can be kicked into the basketball field.

My chief objective in offering this game is to give our boys and girls an activity which I hope they will enjoy and play as a preparatory game for soccer and basketball, in which they expect to participate when they will be fit for more strenuous work.

If this new game is given a trial in your locality, all suggestions as to proposed changes or new rules will be highly appreciated.

Joseph Cermak
FORMERLY PHYSICAL DIRECTOR
MEDILL HIGH SCHOOL,
CHICAGO



Athlete's Foot Returns

ATHLETE'S FOOT also comes back for the Fall semester. During the Summer vacation, while your students were away from school supervision, many of them probably picked up this skin infection. Therefore, it is wise to take precautions now to prevent its further spread—to clear up existing cases.

Many leading colleges are using ALTA-CO, the Dolge odorless fungicide for this purpose. ALTA-CO, diluted in water 1-to-10, kills athlete's foot fungi in less than 30 seconds. Yet it is non-irritating to the skin, harmless to towels. Tested in laboratory and clinic by eminent medical authorities, ALTA-CO has won their unqualified approval. Verbatim reports by these authorities will be sent coaches and other school officials on request.

The DOLGE FOOT TUB, illustrated below, is supplied on service terms with Alta-Co. This tub is made of solid, flexible, non-blooming, black rubber in one piece. No metal parts. Non-slip tread inside. Suction cups on bottom to prevent skidding. Size 20 x 20 inches. Weight, 25 pounds. Capacity, 2 gallons: enough for 400 to 600 persons on the average.

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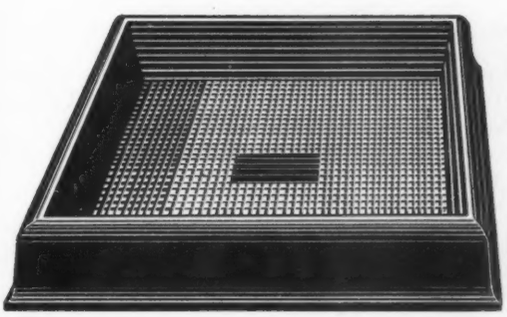

WRITE FOR BOOKLET H-97
FOOT TUB SERVICE DEAL

Summary of Panel Discussion Administrative Directors Society

LOUIS R. BURNETT, Chairman

Director of Health and Physical Education
Baltimore Public Schools

AT the convention of the American Physical Education Association in New York, April 1937, the Administrative Directors of Public School Health and Physical Education in Cities conducted a panel discussion which resulted in some interesting deductions. The general subject for discussion was "What should be expected of graduates from teacher-training institutions during their first year of teaching in the fields of health and physical education?"

The Administrative Directors first asked themselves what preparation a director should make personally to fill a position having to do with the administration of health and physical education. It was unanimously agreed that a director should have at least five years experience as a teacher and should have some kind of degree in education in order to prepare and judge city examinations of new applicants; also, that a medical degree was an advantage if the director had charge of the health service, a function which is usually conducted by doctors and nurses.

The question "Should not the examinations of candidates include at least a full day of practice teaching?" was unanimously considered a requisite and some would give at least two days in a situation of the type which the candidate hopes to occupy.

The question, "Should not the applicant undergo a personal test of achievements in skills, accuracy, strength, and endurance?" was also answered in the affirmative as most cities give such tests.

It was voted that all teacher-training institutions should have rigid entrance requirements for the admission of candidates, paying particular attention to health, personality traits, motor ability, body mechanics, and the use of good oral and written English.

The consensus of opinion was that some teacher-training institutions do not transfer students to other departments or to other colleges at the end of a semester when their performance demonstrates that they are unfitted to teach in the fields of health and physical education. It was stated that all institutions should analyze the work of freshmen students and advise a change of curriculum early in the normal school course for those who are not adapted to teaching physical activities.

It was voted that a normal school of physical education should have a minimum of three teachers on its staff and preferably five or more who have had experience in physical and health education in elementary and secondary schools because the vast majority of teachers must begin their life work in such school situations.

It was agreed that a training institution should require all its seniors to do at least two months of daily teaching in classroom situations so that teachers of physical education could teach other subjects than those expected of them in the gymnasium or on the athletic field.

The question, "Should not all training institutions require at least one semester of satisfactory supervised apprentice teaching beyond the senior school year before issuing a graduation certificate?" was answered by one speaker in the affirmative, and it was stated that at least one college now furnished frequent supervision and help to graduates during the first year in a teaching position.

The question, "Should teacher-training institutions give their senior students opportunity to teach boys and girls together in a physical education period?" aroused much discussion. It was agreed that such classes were proper in elementary schools but that boys and girls of junior high school age should be taught separately. However, several cities were represented in the meeting by persons who said that their school systems persisted in having boys and girls of high school age together in physical education periods, and that therefore it would be necessary during the next few years for normal schools to recognize this condition and prepare students accordingly.

The positive statement that "Graduates should have a better understanding of principles, objectives, and values in general education so that they may see how physical education is related to the whole educational plan" received the approbation of everyone present. If emphasis were placed upon teaching the foundations of general education, the graduate would then be better able to evaluate intelligently the fads which seem to arise every ten years in the physical education programs.

It was voted unanimously that normal schools should give a more thorough course in the administration of large public school systems so that they would understand the relation of the health division to the other departments such as superintendence, guidance, purchasing, and repair departments.

The following points were agreed upon with no dissenting argument:

Graduates should be impressed with the importance of personal ability to demonstrate when teaching physical activities rather than merely to be able to describe an act.

Too many graduates in physical education now fail when required to teach hygiene or health education in the classroom.

There should be more adequate preparation for the instruction of children on the elementary school level. There has been too much emphasis placed upon the activities and methods only suitable for use on the secondary school level.

Graduates should have a complete training in the evaluation of achievements by tests and measurements so that pupils may be rated according to their activity accomplishments.

Normal schools should teach their students more about the preservation and care of perishable athletic equipment such as the proper way to inflate and lace balls, the laundering of uniforms, and the making of general repairs.

Finally, it was decided that teacher-training institutions should secure and compare the printed forms and reports which many cities now use in the conduct of health and physical education.

Although the meeting which discussed the above points was a pre-convention gathering coming in conflict with the Executive Council meeting, it was largely attended by the administrative heads of cities from coast to coast and the discussion from the floor, which kept the meeting in session for two hours, showed that the questions were of immediate interest.

Tests and Measurements ❖ Section News ❖

H. Harrison Clarke

Although a new member in the family of the American Association for Health and Physical Education, the Administration of Tests and Measurements Section has a large and enthusiastic group of followers. Beginning with an informal meeting in 1933, the Section has rapidly developed into one of the strongest in the Association.

The first meeting of the tests and measurements group was an informal gathering held on April 6, 1933, in the Springfield College gymnasium during the Eastern District Convention. This meeting was announced as a "seminar and demonstration for delegates and others wishing to familiarize themselves with standard methods of administering physical capacity (strength) tests, and the use of the pedograph, silhouetteograph, and conformateur." Dr. Frederick Rand Rogers of Boston University and Professor Thomas K. Cureton of Springfield College conducted this session. Expecting only a few people to attend the meeting, those in charge were literally swamped with an attendance which exceeded four hundred. So quickly did this feature leap into prominence that the following year at the National Convention in Cleve-

land definite steps were taken to organize it as a section of the American Physical Education Association. Others associated with Dr. Rogers and Professor Cureton in organizing this group were Carl Burkhardt, Buffalo, New York; James J. Carter, Quincy, Massachusetts; Carl G. Chamberlain, Rochester, New York; Ellis H. Champlin, New York State Division of Health and Physical Education; Walter Cox, Albany, New York; Edgar W. Everts, Boston University; C. H. Hubbard, Pittsburgh, Pennsylvania; and Francis J. Moench, Cortland Normal School. The new section was officially recognized in 1936.

Although the Eastern District has furnished the impetus and leadership in organizing the tests and measurements section, the meetings, until 1936, were held largely in connection with the national conventions. This was true in 1934 at Cleveland and in 1935 at Pittsburgh. However, in 1936, as an Eastern District tests and measurements section had been organized with Thomas K. Cureton as chairman, meetings were held at both the national convention in St. Louis and the Eastern District Convention in Syracuse. Permanent organizations have now been effected for meetings of this section at all future eastern district and national conventions.

From its beginning the purpose of the tests and measurements section has been to demonstrate usable tests in physical education—to show the practical application of tests and testing devices. The emphasis has been placed on the methods used in administering tests, on the use of tests in practical school situations, on the follow-up and use of test results, and on the problems in conducting measurement programs. The research techniques used in constructing tests are given scant attention as this is considered the province of the Research Section. The keynote of these meetings has been the use of tests in making physical education an effective force in the lives of school children.

Perhaps the meetings of this section held last spring in New York are typical of the type of programs presented. Walter Cox of Albany, chairman, directed two sessions of the section. The first session was devoted to a demonstration of tests developed at Springfield College, particularly the McCurdy and Larson Organic Efficiency Tests and the Body Mechanics Tests constructed by T. K. Cureton and his associates. This session was organized in such a manner that several tests were demonstrated at one time, making it possible for the delegate to choose either the one of greatest interest to him or to move from one demonstration to another in order to survey both major tests or their respective subdivisions.

At the second session Dr. George Emerson of Boston University demonstrated the use of the Thoracimometer, an instrument similar to the blood pressure Sphygmomanometer in that it registers internal pressure on a rubber lining. He was able to show with this instrument that a cough or a sneeze produced five times as much abdominal pressure as the back and leg lift. Dr. Armand Gamboa, Boston physician and instructor in the Harvard Medical School, talked on the use of the Hand Dynamometer in medical practice, citing many cases where this instrument was used in determining the effect of prescribed treatment. Thomas Hines of Brookline, Mass., read a paper on how to secure local support for a measurement program. This session was under the direction of James J. Carter of Quincy, Mass., who also demonstrated a belt for giving leg lifts. With the aid of this belt Gordon Hathaway, a senior in Boston University, lifted 2000 pounds without the use of his hands.

At the New York meetings, too, action was taken to organize this section on a more permanent basis, to provide for continuity from year to year, and to make the section effective throughout the year. In addition to the regular officers of the Section, both the Eastern District and National Sections elected advisory committees of five members each to give direction and permanency to the organization:

National.—Grover W. Mueller, Philadelphia, Chairman; H. Harrison Clarke, Syracuse University, Secretary. Advisory Committee: Iva Clare Howland, Battle Creek College; Edgar W. Everts, Boston University; Catherine Snell, University of Minnesota; Thomas K. Cureton, Springfield College; Walter A. Cox, Albany.

Eastern District.—A. L. Crapser, State Teachers College, East Stroudsburg, Pa., Chairman; Thomas H. Hines, Brookline, Mass., Secretary. Advisory Committee: Melvin A. Clevett, Y.M.C.A., Worcester, Mass.; Carl Davis, State Normal School, Cortland, N.Y.; Walter A. Cox, Albany; Evelyn Spindler, Pittsburgh; Thomas K. Cureton, Springfield College.

The first step in making the National Section effective throughout the year is to publish from time to time in the JOURNAL information of practical value in connection with measurement programs. The cooperation of all those actively engaged in conducting measurement programs is solicited in order to make this news column worth while. Please send information concerning the practical use of tests in physical education programs, their follow-up and use, to the Secretary of the National Section. Your criticism, advice, and suggestion will be very helpful.

Mid-West District Association News

President—Laurentine Collins, Detroit Public Schools.
Vice-President—W. K. Streit, Cincinnati Public Schools.
Secretary-Treasurer—August Pritzlaff, Chicago Public Schools.

ILLINOIS

Clifford E. Horton

Berniece Cooper of East High School, Aurora, writes the following concerning the physical education program there: "Our elementary school program is organized under one supervisor who sets up outlines for each unit of work, gives demonstration lessons in the primary grades, and supervises all teaching from grades one to seven. The primary children are taught by the homeroom teacher. Children in the intermediate grades are taught by specialized physical education instructors. Our high school program for girls is limited because of inadequate time and space. In our regular classes we emphasize a sport program directed by the instructor and squad leaders. G. A. A. is a member of the state organization and sponsors at least one activity a day. This year's program includes the following activities: Archery club, fall and spring tennis tournaments, volleyball tournaments, officiating classes in volleyball, baseball, and basketball, tournaments in hockey, speedball, basketball, and baseball, tap dancing classes, splash parties at the Y.W.C.A., ice skating parties, hikes, picnics and playdays.

INDIANA

Ben W. Miller

Expansion of county and district health units as a means of raising Indiana health standards has followed the permissive legislation which came in 1935. Four newly-formed health departments in the southern part of the state have started this important type of health organization. The personnel and organization setup of fourteen southern counties into four districts was recently announced.

Indianapolis was awarded the Mid-West District Physical Education Convention for 1939. Although a year hence, Mr. Emil Rath, Director of Physical and Health Education, hopes for the most successful convention in the history of the organization.

A comprehensive plan is now in operation to attain our membership goal of 850, which represents 50 per cent of the total number of health and physical education teachers in the state.

More than one hundred fifty coeds, representing ten of Indiana's higher educational institutions, participated in the Indiana College Playday held at Purdue University, last March, with the Purdue W.A.A. as hostess. One of the highlights of the busy day of activities was an address following the noon luncheon by Elizabeth Halsey, Iowa University, who spoke on "Opportunity for Leadership of College Women on Campus and in Community."

Women's Athletic Section News

Amy R. Howland

Advance orders for the *Service Bulletin,* official publication of the National Section on Womens Athletics, have been coming in all summer. The second year of this service to teachers will bring an enlarged, useful, and informative bulletin to those who use it. Alice Frymir, the new Managing Editor, and Maizie Scanlan, the new Editor, have been working hard on the plans and organization for the coming year. Many innovations and a wealth of interesting material will be found by subscribers this next year. The subscription price is $1.00. Send orders to Miss Frymir, 511 West 113th Street, New York City.

Last fall the 1936-37 edition of the Field Hockey Guide, No. 38-R, was exhausted before the late orders were received and there were many disappointed would-be buyers. Place your order promptly if you intend to get one this year. Order directly from Mr. John T. Doyle, American Sports Publishing Co., 105 Nassau Street, New York City.

The use of motion pictures as a teaching medium is constantly increasing, and the W.A.S. receives many inquiries and requests for help and information. The June 1937 issue of the JOURNAL carried the report of Louise Schutz, Chairman of the Motion Picture Committee. More reports will appear from time to time. Questions about technical problems, sources of materials, and rating of films should be addressed to the Chairman at The Ohio State University, Columbus. A bibliography will also be furnished upon request. The committee suggests that teachers and others interested in the use of motion pictures become acquainted with the material published by the Amateur Cinema League, 420 Lexington Avenue, New York City. Their monthly magazine *Movie Makers* contains useful hints and advice. Membership, which includes an excellent booklet *Making Better Movies,* is $5.00 annually. They also offer a free technical consultant service to members.

Chairmen of districts for the coming year are: Central, Edna Willis, University of Colorado; East, Amy R. Howland, Public Schools, Mount Vernon, New York; Mid-West, Grace Griffin, University of West Virginia; South, Mary B. Settle, Florida State College for Women, Tallahassee; and Southwest, Hazel J. Cubberley, University of California at Los Angeles. A representative in each state will serve with the chairmen in arranging convention meetings and in promoting the services of the Section in the district. Any one of these W.A.S. representatives will be glad to furnish information about the publications or answer questions.

Helen Barton, Chairman of the Speedball Committee, reports that "the major item in the speedball rules for 1937 is the rewording and rewriting of the script in order that it may follow the latest terminology in the basic sports. There has also been a change in the scoring of the forward pass so that it may meet the wishes of the many coaches and players who have written to the committee about it. We hope as you use it you will find that this system will prove satisfactory enough to make it permanent, as this seems to have been a troublesome section in previous seasons.

"Last year the game of speedball gained many ardent followers. The committee sincerely wishes that the former users will approve of the 1937-38 guide, and that there will be many new adherents to the game. It seems to have worked out that once a coach or player, one soon becomes an enthusiastic sponsor of speedball for women."

Blanks for compiling data for the Activity Census may be secured from the Chairman of the Research Committee, Dorothy Humiston, State Teachers College, Cedar Falls, Iowa. If you have not already filled out such a blank be sure to get one. Also make an effort to secure returns from teachers you know who are not members of the A.P.E.A.

Southwest District Association News

President—C. W. Davis, Berkeley, California.
Vice-President—Wilma Jeppson, Brigham Young University.
Sec'y-Treasurer—Catherine Worthingham, San Jose State College.

ARIZONA

Ina S. Gittings

A unique feature of the Phoenix Union High School's Health Department work going on at present is the giving of the Operator's License Examination to high school students. The Arizona Highway Department authorities have been so pleased with the thorough procedure outlined that all high school students who are 16 years of age are required to take the examination under the direction of the school's examiners. Over 100 students have passed the examination so far.

Thirty students are enrolled in an Automobile Driving class. Each student takes the regular 55-minute class every day for a semester and in addition drives a car, provided by the school, once each week in a driving laboratory period.

CALIFORNIA

Louise S. Cobb

C. W. Davis, President of the Southwest District, has set April 13–15 as tentative dates for the Southwest District Convention in Salt Lake City. This plan makes it possible to leave Salt Lake City on Friday night and reach Atlanta in time for the national convention.

The conference of the Western Section of the National Recreation Association (Glenn Grant, President) will probably be held on April 12 and 13, preceding the Southwest District meetings.

N. P. Neilson, Stanford University, received his Ph.D. degree from the University of California in May. The requirements for the degree had been completed in December. Dr. Neilson's thesis is entitled, "A Study of Achievement in Selected Athletic Events."

Violet Marshall is on sabbatical leave from the University of California during the year 1937–38.

Mrs. Maude Knapp, Catherine Worthingham and Margaret Jewell, all from San Jose State College, are now members of the faculty in the Department of Physical Education for Women at Stanford University.

Speakers at the Stanford Education Conference on Mental and Physical Health and Curriculum Development, July 7-11, included Dr. N. P. Neilson, Dr. Thomas Storey, and Dr. Walter Brown of Stanford University; W. H. Orion, Chief, Division of Physical and Health Education, California State Department of Education; Clifford Brownell, Teachers College, Columbia University; Paul Edwards, Chico State College; Maude Knapp and Catherine Worthingham, now of Stanford University; Eugene Nixon, Pomona College; Carl Trieb, Occidental College.

Wm. R. La Porte, University of Southern California, was a member of the Summer Session faculty at the University of Washington. Henry Foster, University of Washington, was a visiting professor during the first term of the University of Southern California Summer Session.

Irene Palmer, formerly of the Physical Education Department at the University of Southern California, has been appointed as Director of the Physical Education Department for Women at San Jose State College.

UTAH

Bernice Moss was appointed last April as Convention Manager for the Southwest District Convention to be held in Salt Lake City, April 13-15. Miss Moss met in conference with President C. W. Davis and other officials in California during the summer, and has the arrangements well under way for the large group that is expected for the April meetings.

News from the Dance Section

Charlotte G. MacEwan

Reports of a number of programs held near the end of the last school year have been sent in from various parts of the country. On May 9, the half-hour program of dance at the San Francisco Museum of Art was presented by the San Jose State College group directed by Margaret Jewell. The dance group of the Hayward Union High School, California, presented a dance program on May 6; Dorothy Smith is the adviser. Sequoia Union High School gave a dance program on May 7 and 8 under the direction of Vera Jansen and Rosa Blaxham.

The third annual Dance Festival and first Western Dance Congress was held by the Dance Council of Northern California on May 8 and 9. On May 21 the San Jose State College dance group appeared in the all-college production of *Peer Gynt*. The annual program of the Fresno State College, held on May 25, included satires based on college activities. On May 1, the Indiana University dance club met with the Ball State Teachers College group at Muncie. Dr. Beiswanger of Monticello College presented a paper, "Modern Dance, An American Art." On May 22, under the direction of Alice Gates, students of Rockford College presented a choreographic version of *The Canterbury Tales*. Under the direction of Ruth Diamond, the Municipal University of Omaha dance group presented programs at Omaha and Woodbine, Iowa, during the late spring. The University of Georgia dance club and classes presented their annual dance concert on April 10 under the direction of E. Francis Graham.

The Alumnae Seminar of Western College of Ohio, held on June 7, chose modern dance as its subject for the year. The dance club assisted Fredericka Moore in giving the program. On April 24 Lake Erie College held a symposium on modern dance in which all the colleges in the Northeast Section were invited to participate. On May 30, the dance group of the University of Chicago presented a program under the direction of Marion Van-Tuyl at the University Chapel. The second dance symposium planned by the Chicago Dance Council was held on May 15 at Thorne Hall. On May 15, students of Wheaton College presented their May Festival under the direction of Virginia Gallagher. Also on May 15, students of Pembroke College gave their thirtieth May Day Festival. The program consisted of the traditional program, and a Masque choreographed and directed by Otto Aschermann.

Summer activities are reported as follows:

The summer course in modern dance at Mills College, led by Tina Flade, included a regular class for men for the first time. In the autumn Miss Flade will be assisted by Virginia Stone, graduate of Mills College. Summer dance courses were given at the University of California by Lois Ellfeldt, and at the University of Southern California by Mary Jane Hungerford. Margaret Jewell of San Jose State College will have charge of the dance courses at Stanford University this autumn; Marjorie Lucas will replace Miss Jewell at San Jose. An informal demonstration of Graham techniques was presented at the University of California early in July. An exhibition of dance drawings was held during the same period. On July 20, a program of Sixteenth Century court dances, and dances based on pre-classic forms, was presented at Stanford University by the Allied Dance Group of San Francisco.

At Kent State University, Ohio, the physical education department sponsored two country dance parties, each attended by one hundred and fifty persons. A third party, in costume, was given by the folk dancing class as a climax to their summer activities.

One hundred sixty students from thirty-one different states, Canada, and Hawaii attended the fourth season of Bennington School of the Dance. Of the total group, four were men. A majority of the students were registered in the General Program, a few enrolled in the program for special work in music as it relates to the dance, and thirty-three were admitted to the Workshop Group under the direction of Hanya Holm. Six students, four of whom returned to Bennington for the fourth consecutive year, enrolled for the specialized Program in Choreography. The Bennington Festival ended with three concerts on August 12, 13, and 14. That on August 12 presented Esther Junger, Jose Limon, and Anna Sokolow, the first Fellows of the Bennington School of the Dance. The concerts on August 13 and 14 presented Hanya Holm, director of the Workshop of the School, and thirty-three young dancers in a long, new composition entitled "Trend," which was composed by Miss Holm this summer. Costumes for the productions were designed and executed by Betty Joiner; the stage set was designed by Gerard Gentile; Norman Lloyd was musical director.

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FRANCES CHALIF, Children's work, Ballroom Dancing and Rhythmics
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THOMAS A. RILEY, Ballroom Dancing and Exhibition Ballroom
POLLY KORCHIEN, Modern Dance
JOHN PLAZA, Body Conditioning, Acrobatics, Adagio
ALDO NADI, Fencing
JUANITA CANSINO, Spanish Dancing

Southern District Association News

President—Alfreda Mosscrop, Alabama College
President-Elect—Thomas E. McDonough, Eastern State Teachers College, Richmond, Ky.
Vice-President—J. Lewis Cook, Hoke Smith High School, Atlanta.
Secretary—Mrs. Helen Corrubia, Public Schools, Tulsa.
Treasurer—G. L. Hermance, The Rice Institute, Houston.

ARKANSAS

Mrs. Lucile Bates

The Arkansas Physical Education Association held its annual meeting last spring in Little Rock. The following officers were elected: Zona Ellen Smith, State Teachers College, Conway, President; Solon Sudduth, Henderson State Teachers College, Arkadelphia, Vice-President; Miss Walters, Hendrix College, Conway, Sec'y-Treasurer.

Arkansas Polytechnic College, Russellville, held a High School Playday near the close of school last spring under the auspices of the Department of Physical Education. Fifty-three high school students attended. A treasure hunt with clues located in the different buildings on the campus led the group down to the playgrounds where a picnic lunch was served. An afternoon of sports activities and an informal tea in the lounge of Caraway Hall concluded the days' program.

The College of the Ozarks, Clarksville, dedicated its new swimming pool May 15, inviting several hundred high school seniors to the campus for the occasion, which supplanted the usual high school playday for girls.

A Women's Athletic Association at the College functioned so well throughout the year that the men organized a Men's Athletic Association. These organizations joined to climax the year's activities with a banquet at which the awards for both men and women were presented. Zona Ellen Smith, President of the Arkansas Association, was the speaker.

The College abandoned intercollegiate athletics last year, substituting a very successful intramural program which has attracted the participation of all four classes. This coming year the program is expected to be even stronger, as four years of physical education will be required of all students.

Eastern District Association News

President—Dr. Hiram A. Jones, Albany, New York.
Past President—Franklin J. Gray, Springfield, Massachusetts.
Vice-President—Loretta Ryan, New York City.
Secretary-Treasurer—Grace E. Jones, Summit, New Jersey.

NEW JERSEY

Last year was a year of vigorous activity in New Jersey. The programs of the Atlantic City and Hackensack meetings stressed individual and coeducational sports, problems of accompaniment for the dance, the relation of physical education to recreation, and the problems of our unemployed youth today. The newly elected officers of the association are: President, Joseph D'Angola, Newark; Vice-President, Marianna Parker, Trenton; Treasurer, William Andreas, Trenton; Secretary, Helena Kees, New Brunswick.

The spring meeting of the New Jersey Physical Education Association was held in conjunction with the New Jersey State Secondary School Conference at Rutgers University, New Brunswick, on May 8. Joseph A. D'Angola, Newark State Normal School, the new president, presided. The speaker was Dr. Rollo G. Reynolds, Principal of Horace Mann School, New York City; his topic was "Physical Education as a Contributing Factor in Guidance." Following Dr. Reynold's address there was a panel discussion conducted by the following panel members: Wildy V. Singer, leader, State Normal School, Newark; Dr. Bruce B. Robinson, Board of Education, Newark; Marjorie E. Fish, State Teachers College, Trenton; LeRoy Smith, Central High School, Trenton; Charles Sage, Atlantic City Public Schools; William Uhler, State Department of Public Instruction, Trenton, and Mary K. Laws, High School, Atlantic City

The Clinton High School has added two part-time, and the Raritan Township Elementary and Junior High Schools two full-time, physical education teachers to their respective staffs for this year.

Northwest District Association News

President—Percy Clapp, Moscow, Idaho.
1st Vice-President—Madeline Larsen, LaGrande, Oregon.
2nd Vice-President—Christian Brocar, Spokane, Washington.
Sec.-Treas.—Helen G. Smith, Pullman, Washington.

IDAHO

The Women's Athletic Association at the University of Idaho has been engaged in an attempt at further unification of an athletic point system throughout the state. They are in correspondence with the other colleges, normal schools, and junior colleges at present, in the hope that an agreement on a uniform point system will be an aid in understanding matters such as transfer of points from one institution to another, the evaluation of the activities within the various programs, their length of practice periods, and eligibility for teams.

The Department of Physical Education at the University of Idaho is taking motion pictures of those basic corrective exercises which are considered most effective in achieving results. It is the hope that such a record will be of aid not only in teaching the laboratory work on the university campus, but also that they can be sent upon request to high school teachers throughout the state as a means of promoting interest and understanding of these activities where the physical education program does not provide fully trained instructors for corrective work. Colored moving pictures were also taken of the dance recital this year, with the belief that they will be an instructional aid as well as a valuable record of the type of program.

L. Janette Wirt, head of the Department of Physical Education for Women at the University of Idaho, is teaching summer school at the University of Texas.

WASHINGTON

Dr. Frank S. Lloyd, Professor of Education at New York University, taught summer school at the State College of Washington, Pullman, Washington.

The Department of Physical Education for Women at the State College of Washington sponsored a camp conference for camp directors in the Inland Empire for the first time in the spring of 1937. Glenn O. Grant, Western representative of the National Recreation Association, was the principal speaker. It was the unanimous feeling of the delegates at this conference that a permanent organization of camp directors of the Inland Empire was advisable, and it was recommended that a committee draw up a tentative form of organization to be acted upon at the conference to be held the following spring.

Wilbur Bohm, instructor in physical education at the State College of Washington, taught athletic training at the University of Montana, Missoula, this summer.

It May Interest You to Know---

PARENTS and teachers should not only be acquainted but on friendly terms with each other. Parents and teachers should be familiarly linked together in amity and continual conference for their common charge, and each should trust in the judgment and personal good will of the other."—Richard Mulcaster, First Head, Merchant Taylor's School, London, writing four hundred years ago.

* * *

THE American Academy of Physical Education has recently adopted a plan for recognizing outstanding contributions to the profession of physical education with the official Award of the Academy. At its annual meeting on April 28 1937, the Academy made the following awards.

The award of the Academy was given by Dr. R. Tait McKenzie for his contribution to American art and athletic sculpture in the creation of the Column of Youth from which the seal of the American Physical Education Association was made. This is the first award ever made by the Academy.

Ruth Elliott Houston was given the award of the Academy for her study entitled "Recent Trends in Physical Education Facilities for College Women." This is a careful study dealing with the program and physical education facilities for women on seven American campuses and represents a distinct contribution to the literature of physical education in this specialized field.

* * *

AT the Reunion Luncheon of Teachers College, Columbia University, held on Saturday, April 24, at the Hotel Pennsylvania, a portrait of Dr. J. F. Williams was presented to the College by its alumni in honor of the twenty-fifth anniversary of his service at Teachers College. A large number of alumni and friends of Dr. Williams attended the luncheon.

* * *

IN Convention (May 15–17) the American Dance Association was formed by the amalgamation of the New Dance League, the Dancers Association, and the Dance Guild.

* * *

THE Swedish Red Cross has done much for the teeth of Sweden by use of a "traveling dental clinic," which is a well equipped office on wheels (a dental ambulance).

* * *

CRUCIAL *Issues in Education,* an Office of Education pamphlet by Dr. J. W. Studebaker, is now available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

* * *

THE "News Letter" of the National Physical Education Service of the National Recreation Association celebrated its tenth anniversary and its one-hundredth issue in May. Our congratulations go to J. E. Rogers for his good work in the editing of this interesting bulletin.

* * *

DR. CHARLES H. KEENE, Director of Health and Physical Education, University of Buffalo, has recently been selected as Editor, and Dr. Earl E. Kleinschmidt, Division of Hygiene and Public Health, University of Michigan, as Assistant Editor of the *Journal of School Health,* which is published monthly.

* * *

LEGISLATION for public education was a very definite part of state legislation in 1937 " . . . there is sufficient evidence that distinct effort was made to secure better provision for the inadequacies in educational finance created by the depression. . . . Significant extensions were also made in program, definite clarification of certain rights of children and parents placed in statute

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form, and many laws were passed concerning teachers." Complete compilations will be made through the *Nation's Schools* later this this fall.

* * *

TWO performances by Doris Humphrey and group were necessary to accommodate the eighteen hundred students of Battin Hi in Elizabeth, N. J. The popularity of the recital may be attributed to the fact that a course "Modern Dance" was added to the curriculum, under Mrs. Genevieve Lackas.

* * *

THE March of Time for Summer 1937 pictured "Youth in Camps," showing boy and girl campers, new camps which are being sponsored, and shots of real camp life. In this issue, Dr. John Dewey says, "The average American child seldom comes in direct contact with nature. He is in danger of losing contact with primitive realities, with the fields and rivers and with the problem of getting shelter and obtaining food, realities that have always conditioned human life—and still do so."

* * *

RURAL schools in Modoc County, California, have done away with the "vicious" grading system; the undemocratic report card; the daily program of five-minute recitations; the single textbook; compartmentalized subject matter; and fear of failure.

* * *

IN Germany the National Minister of Education has decreed that young persons with presumably incurable disorders which impair vital forces as well as carriers of hereditary diseases shall no longer be accepted in secondary schools. Young persons who show aversion to cleanliness, and those who by non-participation in physical exercises exhibit unwillingness to achieve physical hardihood are subject to expulsion unless recommendation is made by both the official physician and the instructor in athletics.

* * *

THE man with a 75 per cent efficient heart may never suffer any further impairment if he governs his life and habits so as to require only 75 per cent work from his heart.—*Hygeia.*

* * *

WE hear from Dr. W. W. Patty that the Health and Physical Education issue of *Phi Delta Kappan* has received much favorable comment, and that the Kentucky Health and Physical Education Association sent him a resolution expressing its approval and interest in this publication.

WHEREAS, The Kentucky Health and Physical Education Association believes that in devoting the February-March issue of *Phi Delta Kappan,* the official publication of the educational fraternity, Phi Delta Kappa, to health and physical education, a notable contribution has been made to the close relationship of the fields of health and physical education to education; therefore,

RESOLVED, That in recognition of this service the association express its deep appreciation for the sincere interest and untiring efforts of the Chairman of the Editorial Board of the Phi Delta Kappan, Dr. W. W. Patty, in furthering the inter-relationship of health and physical education with the field of education.—*Respectfully submitted, Arnold Winkenhofer, Dudley Ashton.*

* * *

PHYSICAL education teachers lead in women's archery. At the 57th Annual National Archery Tournament held this summer in Lancaster, Pa., first four places in the women's division were awarded to teachers Jean A. Tenney, Clear Springs, Md.; Gladys M. Hammer, Los Angeles; Dorothy Budd, East Rockaway, Long Island, N.Y.; Myrtle K. Miller, New York City. In the men's division, archery craftsmen outshone, the Robin Hood Archery Company's C. J. Weese, W. H. Jackson, G. Allston, and W. S. Squire taking the National Team Championship.

* * *

ENCOURAGED by the fact that consumers in other fields have welcomed unprejudiced evaluations of consumer products, *The Education Digest* in its June 1937 issue inaugurated a critical rating of educational textbooks and other instructional materials. The judgment is given on the counts of content, workmanship, interest, teachability, and attractiveness, and should prove a boon to professors overwhelmed by the superabundance of instructional materials in many fields. The magazine is published at Ann Arbor, Michigan, L. W. Prakken, Editor.

* * *

THE Macmillan Co., book publishers of New York, have recently announced that President-Elect N. P. Neilson of Stanford University has agreed to edit a new health and physical education series which they are preparing.

* * *

THE Voices of Medicine will again broadcast "Your Health," dramatized health messages during school hours. Detailed programs will be announced in advance through *Hygeia.*

* * *

INDEX to Current Literature," from the Physiotherapy Review, July-August, 1937, gives a practical and valuable bibliography for the people working and studying in this field.

* * *

THE success of your objective in any public health project is directly dependent upon the degree of public health instruction given," Dr. J. D. Brooks, Health Officer of Kent County, Michigan, concluded from his experiences after contacting some two hundred school boards and teachers "collectively and individually" in an effort to have the tuberculin test given. Result was 97.5 per cent cooperation.

* * *

LAST spring the third yearly meeting of the Southern Association of Directors of Physical Education for College Women conducted a panel discussion on "How shall we meet the individual's needs, the superior as well as the inferior, and the average?" The first report of the study on "Freshman Program of Physical Education in the General College" promises interesting developments.

* * *

FEW schools are giving adequate attention to instruction in physical therapy. The great benefits which may be derived from this form of treatment have been clearly demonstrated since the war. Every physician should be familiar with the indications for physical therapy and with the results which may be attained by its use."—From the "Report of the Council on Medical Education and Hospitals," *Jour. A. M. A.,* June 19, 1937.

* * *

HAVE you read from—

American Magazine, June—"Back Yard Champions," John R. Tunis.

Australian National Review, April—"Physical Education in Australia," George Z. Dupain.

Hygeia, August—"Florence Nightingale," Annette Fiske.

Medical Times, May—"This Perpetual Belly," W. G. Anderson, M.D.

Medical Times, June—"Amenability of Constipation to Training," M. N. Chappell and H. F. Kramer.

National Parent Teacher, August—"Cooperating in the School Health Program," Allen G. Ireland, M.D.

Nation's Schools, July—"Carry-over Sports at Culver," C. H. Dayhuff, Jr.

Nation's Schools, August—"How Far Should They Walk?" A. C. Lambert.

New York Physician, May—"Should We Sleep on a Hard or Soft Bed?" Norman D. Mattison, M.D.

Phi Delta Kappan, May—"Education in the CCC Camps."

Physiotherapy Review, July-August—"Conservative Treatment for Moderate Scoliosis in the Adolescent," Lucille Daniels and Carolyn McDermott.

Three R's for Health Habits

(*Continued from Page 411*)

negative, that he is simply failing to do the right thing, and that the failure can be made good by an order of will is absurb. . . . Conditions have been formed for producing a

bad result, and the bad result will occur as long as those conditions exist. They can no more be dismissed by a direct effort of will than the conditions which create drought can be dispelled by whistling for wind."[3]

IN building any health habit, attention must be given to creating conditions that will evoke the desired response. The conditions that must be changed are frequently inherent in community needs and in the social and economic system of the nation. Health education cannot be confined to the school building. It reaches out into the community. For example, children in the elementary schools of a certain rural area were obviously malnourished. They were not drinking milk nor eating sufficient eggs, vegetables, and fruits. It was futile for the teacher to discuss these essential health habits so long as the necessary foods were not available to the children. A fundamental attack was made on the problem by gaining the cooperation of the Agricultural Department of the University. Under its auspices a simple agricultural experiment station was established in the high school where the boys learned to raise live stock and grow fruit and vegetables. One of the projects was to raise chickens for market. This project netted a substantial sum of money which could be used in buying seeds, fruit trees, and live stock.

Many years ago Thorndike expressed this principle tersely as "get the act performed with satisfaction." The value of health habit records kept by the children lies in "getting the act performed." If the record is used as the child's own measure of progress; if he keeps it as he would a score in a game; if he makes it as a storekeeper would make an annual inventory of his supplies; and if no pressure is put upon his having a good record, the chief objections to health habit records will be removed. The form of annual check-up of health habits should be interesting and varied each year. In the Macmillan Health and Growth Workbooks, this variety of appeal is provided.[4] In the first book seven basic health habits are attractively pictured, namely, washing the hands before eating, eating fruit instead of sweets between meals, getting sufficient sleep, drinking milk, eating vegetables, brushing the teeth, and playing happily out-of-doors. The child takes the initiative of keeping a record of his accomplishment in these few simple health habits. In the second book the child decides for himself which habits he wishes to build, and keeps a record of them each month of the school year. In the third book the child again takes the initiative as to the habits he wishes to work on, and records the habit after he has practiced it for at least two weeks. The fourth book presents a health habit score card which was carefully worked out by the New York State College of Home Economics. The fifth workbook suggests that the class prepare a list of habits which they think are most important for successful, efficient living, and each child keeps a record

[3] John Dewey, *Human Nature and Conduct*, (New York: Henry Holt and Co., 1922), pp. 27–29.

[4] W. W. Charters, D. F. Smiley and Ruth M. Strang, *Health and Growth Workbooks*, (New York: The Macmillan Co., 1936).

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in graphic form of his own accomplishment, in terms of the class list. In the sixth workbook each child makes his own list of essential health habits and evaluates his own progress in terms of the goals he has set up. Once having had experience in healthy living, the child has a basis and point of reference for his future behavior.

In the past the emphasis in health education has been on knowledge. "Knowledge is power" when it is functioning knowledge, and should not be neglected in a civilization that aspires to regulate its conduct by reason. But in order to reach the main goal of good health habits, teachers must assure the functioning of knowledge. This they can do by increasing the receptivity of children through personal relationships, by understanding the forces that are moving them to action, and by creating conditions favorable to healthful living.

First Year Problems

(*Continued from Page 413*)

accepted and praised—thus being no problem at all.

The community will be glad to know what you are doing in the field of physical activity, so be willing to give your department publicity. I offer here the following suggestions: know what is interesting to the public, then get the newspapers with you from the start; make contact with the editor and interest him in your work. Aside from the newspapers, advertise your program through playdays, demonstrations, P.T.A. programs, adult recreation classes, etc. These are your best means of letting the public know what you are doing in your program.

IF you are fortunate enough to obtain a position during the spring or early summer, I should suggest that you get as much information as possible about the situation in which you will be teaching. Find out what equipment you will have, the approximate number in your classes, outside activities you may have to direct, and then, if possible, take a course in problems in summer school in which you can, under the supervision of an instructor, set up or outline your program for the coming year. If necessary, review courses which you will have to teach. I also suggest, if you are not acquainted with G.A.A. and its organization, that you make a thorough study of it, for this is indeed a big problem to a beginning teacher. You will find it a great help if you can outline in detail exactly what you plan to teach for the first quarter or semester. Perhaps you will not be able to follow this outline in every detail, but you will have something from which to work and which you can revise to fit your needs.

I also suggest that during the remainder of the school year you collect as much material as possible which might be of value in your teaching next year. Get rule books, tap and folk dancing books, skits, programs and suggestions for pageants, carnivals, and demonstrations, game books, and lists of reference books. This latter is very important, for in many situations you will find your reference material limited. Know where you can get books, their prices, and publishers. It would be to your advantage to become acquainted with the use of a

phonograph and know where and how to order records, for in many teaching situations you will find yourself without pianist or piano, and will want to use a phonograph when teaching rhythmic work.

IN the preceding pages I have attempted to analyze and bring to you some major and minor problems of a first year teacher, also to make suggestions which might be of use to you as you start out in the teaching profession. Many of these problems may seem very insignificant to you at present, but I'm sure you will agree with me, after you have taught a year, that these same minor problems may cause a great deal of trouble if not provided for in advance.

I wish to thank those teachers who have written to me and suggested problems. In conclusion, I hope that regardless of the fact that you know that there are certain difficult situations which you will almost inevitably meet, you will enter the teaching profession with *enthusiasm*.

Coaching of Swimming

(Continued from Page 422)

it properly with the arms, and both with the breathing. In order to get the most out of the leg stroke, the legs should be kept below the surface, permitting the heels only to break the surface slightly. Power and speed is sacrificed when the legs kick or swing out of the water. I might add that in doing the leg stroke alone, I prefer not to use a board or water wings. I thing it is better to go along under one's own power without artificial support.

I have often been asked about training methods: how much, and what should swimmers eat, how often do they swim, and how much swimming do they do at one session? The first and second questions are easily answered. As far as I'm concerned, they eat according to their practiced habits; with the one exception that when stopping at hotels I insist they eat either whole wheat or rye bread. In hotels, as a general rule, hard rolls, butter, and water are served first. What a temptation for anyone, let alone swimmers who are always hungry! The result is that they fill up on the above rations and eat very little of the main meal when it is put on the table.

As to the amount to swim and how often depends to a great extent upon the individual, and whether he is preparing for short, middle, or long distance. As a general rule, and just to keep in shape, one should swim at least a half-mile a day. Starts, turns, and sprints should also be practiced daily. When races are in the offing the routine naturally changes in intensity and kind according to the distance.

Promoting a Rural School Program

(Continued from Page 415)

a number of units on lighting and care of the eyes were developed; children prepared exhibits on these subjects to which parents were invited; desks were washed with buttermilk to remove shine, or refinished to a dull fin-

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"Should be read and pondered by every would-be intelligent parent who has a child to educate. You review pithily the most invigorating and thought-provoking matter bearing on human problems that has come out in the course of the past year. You deserve high praise for transforming what might seem a commercial venture into a cultural event." *E. A. Ross, Emeritus Professor of Sociology, Univ. of Wisconsin.*

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Write for Table of Contents

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ish; and frequently with the cooperation of the superintendents and trustees, modern electric lighting equipment was installed, window areas reconstructed, new two-way roller buff and translucent shades purchased, and walls and ceilings repainted a light color.

THE school program has sought to strengthen the home health program and to cooperate with it in every possible way. So that the standards for healthful living through the 24-hour day may be better understood and conflicts in home and school behavior avoided, child health topics are discussed at parent-teacher meetings, mothers' clubs, meetings with school trustees, and home bureau units. A series of community gatherings in which the State Department of Health, the local health officer, the public health nurse, the school superintendent, and others participated, were a means of instructing the community on child health needs. Articles in local newspapers, educational exhibits at the county fair and other gatherings, photographs of the health teaching activities, and exhibits of health teaching materials have helped to strengthen both the home and the school health program.

Bulletins in which our program is simply but graphically described have helped in securing community cooperation. Our Association has published two such bulletins, namely: "Everyday Health Activities in Rural Schools of the Third Supervisory District," and "Cooperative Activities for Healthful Living in Schools in Rural Communities." This year's bulletin will summarize some of the health teaching activities developed in rural schools.

Parents and teachers are urged to meet frequently to discuss the child's progress. In one district the superintendent, working with a teachers' committee, revised the traditional report card to evaluate more nearly the physical, mental, emotional, and social growth of the child. This report indicates the child's progress not only in the tool subjects but in his development in work and play habits, in growth, and in the health habits observed in school. Recommendations made by the examining physician at the medical inspection are also noted. This revised report card is another means in securing home and school cooperation for the child's best development.

An endowed Child Health Workshop was fitted up at our Association headquarters to acquaint the teacher with the excellent health reference materials available today and to provide her with a source of these materials. Health reference books are often inadequate or entirely lacking in rural schools. With so much false or misleading health information current, it is most desirable to have a source of authenic information in the school. Moreover, many reference books and materials are necessary in the activity programs emphasized in the schools of today.

Teachers and other interested persons may use these materials in the Workshop or on a loan basis. References are always in demand and when the consultant visits teachers or attends a meeting in more distant areas, she usually brings some of the newer materials

with her. Teachers have become familiar with the materials available today, and with their cooperation, books are rapidly being added to the school libraries. Even "Shelves for Parents," with books on various phases of child development, have found a place in the rural school.

THE program just described illustrates a type of service that a voluntary agency may offer to a community. One of the functions of the Buffalo Tuberculosis Association and the sixteen hundred similar organizations affiliated with the National Tuberculosis Association is the promotion and demonstration of needed community services. When the value of such work is demonstrated and public funds are available, it is the policy of these voluntary organizations to turn over the services to the official group. As our health teaching program is drawing toward the end of the fourth year, our Association looks forward to such a time when the educational authorities will assume the responsibility for it.

Recreation Reinterpreted

(Continued from Page 400)

world comes to recognize that freedom is not a gift to be bestowed but rather a quality to be developed from within, he will also realize that his finest opportunities for experiences in freedom belong to lesiure. But, this recreational freedom will have important correlations: in democratic recreation the citizen may also discover the basic pattern of relationship between freedom and authority. To be free does not mean to live outside of order, to be isolated from one's fellows. The isolated man is not free. The related man, the man whose freedom is the natural expression of his orderly relationship to others, the man who is free when he adheres to the "rules of the game"—he alone is truly free.

In a democracy it is not safe to separate the folk from beauty. When art becomes the private possession of an elite class, three hideous consequences follow: artists lose their only true nourishment, namely, the experience of the people, and thereupon become skilled performers only; art itself becomes a form of amusement and not a valid mode of communication; and finally, and most fearful of all, the people become the victims of commercialized vulgarity. But, the people want beauty; those of us who have been associated with the government's several art projects know they want it; we have seen them come to symphony concerts, to plays, and to exhibits and we have witnessed their almost poignant thirst for the best. Much lower in the esthetic scale, we have seen how countless men, women, and children have grown when their recreational supervisors have been able to furnish them with nothing more than exercises in so-called crafts. Recreation will some day furnish American artists with a new audience composed of people who have a participant and not a balcony attitude toward art. This will be a democratic audience; its appreciation will not be measured by the ability to pay exorbitant prices for the privilege of sit-

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Discuss Program Problems with Paul H. Gordon

ting in a seat but rather by its understanding of what the artist is striving to say. If he speaks their language, they will in turn have something to say to him as well. Then will art too become democratized.

RECREATION is being reinterpreted. The impetus is now coming from the folk. They are beginning to see that the good life implies more than goods. They now believe that goods may be made accessible and at the same moment they begin to ask for something higher. They see that recreation may offer them precisely the opportunity for free personal growth for which they have always longed. Now this wish loses its furtiveness; it becomes overt, an open request. As a social movement recreation is about to take its place alongside education as a democratic prerequisite. For the nation as a whole this may be regarded as a moment of infinite promise. A nation whose citizens are striving for a free and happy leisure, for recreation which builds both body and mind, and for an honest, participating relation to the arts is not being made ready for dictatorship.

Teaching Football

(Continued from Page 424)

The team managers are responsible for checking suits out and in each evening. Each manager also has a definite responsibility in placing practice field equipment such as tackling dummy, charging machine, pads, and blocking dummies. On game days, each manager is responsible for certain equipment, such as helmets, sideline coats, balls, and so on. Each Thursday the team managers collect the soiled practice jerseys and issue clean special jerseys for the next day's game. On Mondays clean practice jerseys are issued to the players. In this way students gain practice in handling equipment and learn to accept responsibility. A carefully kept set of charts and records define the duties of each manager for a particular day, and maintain an accurate check on all equipment.

Each fall it is the custom for the squad to vote on whether it desires noon meetings with the coach. The squad always elects to meet at least three noons a week. At these luncheons, informal discussions are held on rules and their interpretation, team strategy, analysis of plays, captain's duties, and errors in previous games.

Just before a game, most coaches instruct the captain as to whether he should elect to receive or kick off if he wins the toss. The captain at University High School has the responsibility of making this choice himself. Part of his training, along with the other members of the squad at noon meetings, has been to consider matters which should affect his choice, such as the direction of the wind, condition of field, the punting and kick-off ability of his own team. Every captain should be taught to accept this responsibility along with the others which he is privileged to assume. He should also be permitted to call in a substitute if he sees that one of his team mates is more seriously injured than the coach realizes. The captain at University High School has availed him-

self of this responsibility many times to the best interest of his team and the individual player concerned. Furthermore, any player may request the captain for permission to leave the game if he knows his condition is such that he is doing an injustice to himself and the team by continuing the play.

The coach, then, is a teacher with the privilege and responsibility of providing for the development of good citizenship. The coach should be an example of good sportsmanship, for the players may be expected to reflect his attitudes and his methods of instruction. Winning always brings satisfaction, but there is greater satisfaction in knowing that one's efforts are based on sound educational principles and that parents recognize this fact.

Square Dance Figures

(Continued from Page 410)

The two gentlemen and the opposite lady join hands and balance. The lady moves right around the circle and swings her partner when she meets him, advancing to the next couple.

This figure is danced continuously around the square, each couple following in turn to the call

"Next couple out."

16. First Lady Give Her Hand, Etc.

The calls for this figure are sung in unison by the dancers and the action is suited to the words.

"First lady give her hand to the right-hand gent.
Oh, who's going to stay and dance all night!
Back to your partner, swing him all around,
Couple in the center and all hands round!"

First lady swings the gentleman on her left with her left, her partner with her right, and the couple moves to the center.

"Tra la la lala la la, etc."

The other couples join hands and dance around them.

The action is repeated until all have danced, the next verse beginning

"Next lady give her hand, etc."

17. Adam and Eve

"First couple lead out for Adam and Eve"; first couple balances to couple on the right.

"Swing Old Adam"; the lady swings the opposite gentleman and then her partner, using a one-hand swing.

"Swing Old Eve"; the lady swings the opposite lady and then swings her own partner.

"Swing Old Adam again before you leave" (or "if you please"); lady swings opposite gentleman and then swings her partner to the next couple.

This figure is danced continuously around the square, each couple following in turn when signaled

"Next couple out."

18. Four Hands Across or Ladies Bow and Gents Know How

"First couple lead out for Four Hands Across"; gentlemen join both hands across ladies' joined hands.

"Ladies Bow"; gentlemen lift arms over ladies' heads.

"Gents know how"; ladies lift arms over gentlemen's heads.

"Break and swing"; gentlemen swing partners.

This figure is danced continuously around the square until all have danced and returned to their places, each couple responding to the call

"Next couple out."

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19. Lady Round the Lady, Etc.

"First couple lead out on the head"; first couple balances to the couple on their right.

The calls are chanted with the music and the action suited to the words.

"Lady round the lady and the gent go slow;
Lady round the gent and the gent don't go!"

The lady circles the opposite lady and the gentleman follows her slowly; the lady circles the opposite gentleman completing a figure eight and meets her partner as he completes his circle around the lady.

"Join hands and circle four,
Break and swing your partner round the floor!"

The two couples form a circle moving clockwise, break, and partners swing, the first couple moving on to the next couple.

The figure is danced continuously until all couples have returned to their places. Each couple in turn responds to the call

"Next couple out."

20. Right Across and Left Back

"First couple lead out on the head"; first couple balances to couple on the right.

"Right hand across"; each gentleman hands his partner across opposite him and all join right hands forming a wheel with the hands crossed; all move clockwise.

"Left back"; all drop hands, face right, and join left hands in same manner.

"Swing your opposite and take her along"; the gentleman swings opposite lady and takes her to the next couple, continuing to exchange ladies until his own partner is returned to him by a succeeding dancer. Partners may be exchanged in this manner in any similar figure; this procedure is not always followed in this figure.

21. Swing and Half-Swing

"First couple lead out for Swing and a Half-Swing"; first couple balances to the couple on their right.

"Right hands across"; men join right hands crossing with the ladies' joined right hands. All move clockwise.

"Left back"; all drop hands, face right, and join left hands moving counter clockwise.

"Swing and a half-swing"; they break and gentleman swings his opposite and then his partner on the left and right arms respectively.

This figure is danced continuously until each couple has danced and returned to place. Each couple responds to the call

"Next couple out."

22. Right Arm to Your Partner and Give 'Em a Full Turn All the Way

The name of this figure and its call are identical. It is danced exactly like the Grand Chain, except hooked arms are joined instead of hands and each gentleman gives each lady a full turn as he meets her.

23. Circle Six

"First couple lead out for Circle Six"; the first two couples balance to the next (third) couple on their right.

"Circle six"; all six join hands and circle clockwise.

"Break and Swing"; partners swing and the first two couples move on the next (fourth) couple.

This figure is danced continuously around the square until all couples have danced and returned to their original places. Two more couples come out to each call of

"Next couples out."

Square dances, sometimes known as quadrilles, have

been danced in a variety of forms by all classes in eastern Virginia. This form of dancing has tended to survive longest in isolated communities, but it was formerly enjoyed by the elite of the old counties as well as by the laboring classes. There is no feature of Virginia's society around which more tradition, romance, and glamour have lingered than around the tournament which has long been closely associated with square dancing. The term "tournament" is applied specifically to only one sport—that in which knights ride at the rings with lance in hand, those who are successful earning the privilege of crowning the ladies of their choice. Following the coronation the four ranking knights and their ladies dance the coronation set before the other people present join in the festivities of the ball. Such dignified figures as Forward Four and Curtsey Cotillion usually feature the occasion. In recent years the traditional coronation set has sometimes been omitted from the tournament ball because so few people are familiar with the square dance figures.

Minnesota Studies

(Continued from Page 418)

Why provide factual information for publicity? Physical educators have a social responsibility to gather and make available to the public factual information about their program. The public, particularly in times of financial stringency, wants to know how tax money is being spent. As the public notes increases in educational outcomes, it will be satisfied with the manner in which funds allotted to physical education are being spent. Furthermore, sound publicity may even lead to an increase in the allocation for physical education. Surely pupils should profit from a policy which promotes a better community understanding of physical education programs.

How may records be used to diagnose strengths and weaknesses of physical education programs? A complete record of intramural athletic participation should reveal those activities which are not meeting a satisfactory student response. Where facilities are inadequate, a change in sponsored activities may be indicated. When records are kept of the nature and causes of injuries from year to year, the physical educator might conclude that decreases are due to better supervision, more protective equipment, smoother play areas, improvement in teaching techniques, or different conditioning methods. Thus records are useful in evaluating policies which affect pupil development.

How may records be used in guidance programs? Intramural and interscholastic athletic participation records may be consulted when questions arise concerning pupils spending *too much* or *too little* time in athletics. The use of such records in a guidance program should better ensure a well-rounded academic and recreational development of pupils. Furthermore, teacher-training institutions are vitally interested in the physical education backgrounds of prospective students. Obviously, health record cards should be studied as activities suit-

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able for pupils are determined. That is merely an application of the principle of individual differences.

FINALLY, Glencoe and Litchfield are sponsoring physical education demonstrations and county playdays. They represent types of publicity and enjoyable pupil activities.

This paper has aimed to present several selected methods of improving physical education in communities where school administrators and teachers recognize the function of physical education in the total pattern of the educative process.

Effects of Activity

(Continued from Page 406)

did not have any available. To all of you, such a program for a high school teacher is preposterous, yet to follow such a program probably would not be so disastrous to an adult as too strenuous an athletic program would be for an adolescent boy.

We have now covered the determination of physical fitness and the choice of exercise at the different ages. We must now pass to the last condition making exercise beneficial rather than harmful, namely, the training and detraining periods. These are of fundamental importance and too much cannot be said regarding them, especially in regard to the detraining which is frequently neglected, not only in high schools, but in colleges as well.

Training

The object of training is to increase one's ability to execute an act through repetition. The wise coach is the one who knows just how much work to give each boy on successive days so that on a certain date he will have arrived at his peak of perfection. The training process must be one of gradually building up the strength and endurance of the muscles and the heart. Coordination must be developed to abolish awkwardness which is time and energy consuming. Were all boys absolutely alike, the proposition would be markedly simplified, as would also the practice of medicine. If it were possible to place all cases of pneumonia into one pigeon-hole and all cases of typhoid fever into another and then treat each group exactly alike, there would be very little art and skill to the healing of disease. Likewise, if every football player and every track man could be trained in a standard manner, anyone could coach a team providing he were given the set of directions. Just as the physician must treat the individual and not the disease, so the coach must prescribe the exercise for each individual and not for the lateral pass or the broad-jump.

One of the important things in training is to see that the men are properly warmed up for their events. When one is warmed up his muscles secure the benefit of the *treppe* effect, and his muscles are therefore contracting with more power than they would have otherwise. The effects of a possible contracture which may arise early in the activity period are abolished. The body temperature is increased and therefore the most favorable temperature for muscular activity is approached. Increase in the body temperature also improves the muscle tonus. When one is warmed up, the length of the period of relaxation of muscle becomes lessened and becomes in duration more equal to that of the period of contraction. In some cases, especially if the environment is cold, this may prevent the "pulling" of tendons and muscles. The warming-up process also is of value in initiating certain cardio-respiratory adjustments.

Overtraining results in "staleness" and is just as serious a coaching error as is undertraining. The only cure for "staleness" is absolute cessation from training combined with rest and sleep.

The training dietary is important. Much has been written on this subject and is available to those who care to look for it. I would say, however, to avoid all superstitions in regard to foods, combinations of foods, and so forth. Coaches should allow their charges to detrain as conscientiously as they have trained, if they desire to do their task efficiently. Taper off their training gradually. Do not allow them to break football training abruptly on Thanksgiving Day, live riotously for several weeks, and then begin basketball training. If they must participate in both sports, gradually detrain them in the intermediate period.

If you follow these safeguards, success and health should repay your efforts.

Setting the Stage for Safety

(Continued from Page 402)

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We find that there are four principal sciences in which we can stress safety. The most important of these is general science, required of all ninth-year students. We will plan to include several units of safety in this course besides a variety of incidental teaching. The first is a unit on "The Causes and Prevention of Home Fires." A second is on "Transportation—Air, Rail, and Water." We will also include materials on the prevention of gas and electrical accidents in relation to subject matter in these subjects. General science teachers have selected

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over twenty-five items that will be stressed each year.

In biology, we will spend some time on poisons and first aid, with several days' work on alcohol and narcotics and their effect upon the human body.

In physics, we will include the mechanics of safe driving, with the application of the laws of motion, friction, centrifugal force, and the gasoline engine. We will also include some instruction under electricity on the safe use of electrical apparatus. Under combustion and explosive mixtures, there are several opportunities to stress the prevention of gas and oil accidents.

In chemistry, we will include considerable safety instruction, especially on the prevention of laboratory accidents, the safe use of gas and electricity, the dangers of explosive mixtures. We will include some work on the use of chemicals commonly found in the home, with special reference to first aid.

The Director of Household Arts and Industrial Arts would submit reports of similar nature to those above. These reports would constitute a skeleton of the safety program of the school and would divide the responsibility of teaching safety into the school subjects to which it is directly related.

It can be seen that with such a program, the physical education department acting as a coordinator could accomplish much more than if it attempted to do everything itself. This will naturally require the help of the school principal and in some cases should be initiated by the superintendent of schools working with the director of physical education.

It may be accomplished without great difficulty, and without additional teachers and will not require too much time from any one subject. Before calling a meeting, the department should secure several of the most important publications that have been issued in the various safety fields, to have these available for subject chairmen. This includes some fifteen publications, many of which can be obtained free. Physical educators who wish this list may secure it from the writer.

It will also be possible to plan two or three safety assemblies for the school year, as some important safety lessons can be taught in assemblies, especially those organized by students showing student safety activities. Moreover, many of the school clubs also have considerable value in safety, such as first aid, life-saving, Hi-Y, automobile, rifle, and safe driving clubs.

One can readily see that the complete safety program is far more than driver education and road practice. Schools setting up road practice instruction should move slowly, because there are many problems that should be settled before a sound program can be organized—problems such as liability insurance, trained instructors, securing an instruction car, etc.

Safety reaches into many school subjects and extra-curricular activities. For safety is after all a way of living in a world which is full of potential dangers. It becomes the responsibility of the high school to encourage planning, recreation, and good adventures—to discourage bad adventures that will inevitably lead to accidents. The physical education department can do much to set

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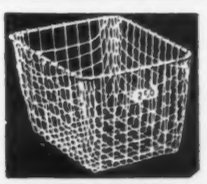

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the stage for working out a complete program—not by trying to do everything itself, but by helping other departments in the school to set up activities that will provide instruction and prevent accidents. No one can deny that this is one of the important missions of the modern high school.

Defense in Lacrosse

(Continued from Page 425)

3. Alertness in starting an attack immediately.

(1) Since most passes are in the air, a player has a chance to see them clearly and to judge their distance and direction. She must learn to think ahead and so place herself that she can meet the pass before it reaches her opponent. If, however, she fails to do this, then she must be able to (2) body-check effectively. This means being able to control her weight equally balanced on both feet and prevent her opponent from advancing into her territory by interposing her body between the goal and her opponent. This type of defense eliminates all the rough play so commonly associated with lacrosse and makes it one of the safest and best methods of defense. (3) Then she must be quick to start an attack. As in other games, the more so is it true in lacrosse that the "the best defense is an attack," because, unhampered by stopping the ball on the ground, as in hockey, or of traveling with the ball, as in basketball, she can and should, as soon as the ball is in her crosse, be off and away with it. This feeling of initiating the attack, and urging it forward, is one of the big thrills of defense play and cannot be experienced in any other game to the same degree.

Attack in Lacrosse

(Continued from Page 425)

and alternate sides so that the attack is not all bunched in one place. By drawing out to opposite sides, a large space is left down the center of the field, and it is into this space that passes should go when the attack nears the goal. First and second home must be ready to rush in, receive a pass and shoot immediately, but occasionally third home or center may come down through the space and take a pass or a shot. In this case, the other players must draw out in order to get their opponents away. However, center and third home must be careful not to crowd the other players.

The advantages of a fast, accurate game cannot be overemphasized, since it is much the quickest way of advancing the ball, and is certainly the most confusing to the defense. Individual players can be checked by close marking and interchange, but an alert team which passes rapidly and uses the free person is very difficult to prevent from scoring, since the direction of the ball is changed too quickly for the defense to follow. Attack players need both speed and skill, but skill is more important than speed, since quick turns are more valuable to first and second home than actual speed. Wing attacks should be fast runners since they often carry the ball or have to race ahead for a long pass, but for the most part, a person playing attack should be able to think quickly enough to see the openings, to move quickly enough to take advantage of them, and to have sufficient ability in handling her crosse to carry out the play.

Table Tennis

(Continued from Page 427)

feet is desirable but as little as five feet will do. Good lighting, too, is important, not only over the table but at the ends as well. Shade the lamps to avoid having the rays strike the eyes. Factory made tables are far better, but if there is no other way of having any than by delegating the job to the manual training department there is no reason why it cannot turn out a product that will serve the purpose. Make sure that they are made extra strong—at least eight legs and strongly braced. The top of the table should be very smooth and painted, not stained. Finish the surface off with steel wool to smooth the paint and eliminate some of the shine.

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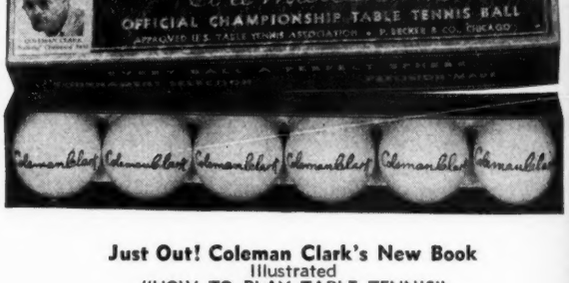

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The United States Table Tennis Association imposes no restriction on the size, weight, shape or material of a racket. The leading players like one weighing between five and five and one-half ounces, with a wooden or leather covered handle about four inches long. Most rackets are made of three or five-ply veneer. Blades of the rackets are surfaced with a pebbled-rubber cloth. This covering is far superior to sandpaper or plain wood. The pebbled rubber surface gives you better control over the ball and permits you to put a great deal of spin on it. If the rubber peels off it is easy to glue it on firmly. Players should wear rubber soled shoes for the best results and for safety's sake.

One way of getting things started is to announce that a tournament is going to be run. Give it widespread publicity and you will soon discover that there is a real interest in the game. From the number of applicants you can decide whether to run events for both sexes or not. The entry may be so large that you will wish to break it up into class or even age divisions. If you know that you have a few outstanding players and a large number of novices, why not have a "masters tournament" and one for novices? The main idea is to get as big an entry as possible. During the tournament is the time to broach the subject of forming teams and later on running off round-robin events which will carry over a period of some months.

Exhibitions and Coaching

One of the best ways to stimulate interest in the game is to invite two expert players to stage an exhibition. They will bring out the fine points of the game and give a big impetus to the sport in your school. It is also advised that your table tennis enthusiasts form some sort of a club and affiliate with the United States Table Tennis Association. The cost of membership is very nominal and the benefits are great. It is also recommended that a competent instructor be brought in from time to time to teach, as the game is a scientific one and enjoyed much more if thoroughly understood. The least that should be done is to locate a textbook on the game—one containing the official rules and explaining the basic principles of the sport. I am confident that if you will put forth a little effort to give the game a chance, you will quickly find eager hands who will gladly put their shoulders to the wheel and carry on.

Note: For information regarding affiliation with the national association write Carl Zeisberg, 430 Sylvania Avenue, Glenside, Pennsylvania. No obligation.

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New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

Track and Field Athletics. George T. Bresnahan and W. W. Tuttle. (St. Louis: The C. V. Mosby Co., 1937), 497 pages, $3.25.

The aim of the authors is "to place in a single volume material which is adequate for developing the beginner as well as for improving the performance of the advanced athlete."

The aim seems to have been well set, and more than adequately accomplished. Besides complete chapters on each of the many specialties in track and field activities, the authors have given training schedules in much detail for these activities, and then have added scholarly chapters on "Tests for Building and Maintaining a Team," "Recent Advances in Study of Track Techniques," and a splendid glossary of terms to aid both the beginner and experienced athlete to understand more easily the discussions throughout the book.

Lifesaving and Water Safety. American Red Cross National Staff. (Philadelphia: P. Blakiston's Sons and Co., 1937), 267 pages, 60c.

The long promised publication of the Field Staff of the Red Cross has appeared, the result of much experience in their numerous intensive training courses. Several of the newer methods of "screening" and "avoiding" which have finally become a part of the Red Cross Tests are included in this manual.

It is generously illustrated with excellent underwater photographs of the various techniques, replacing the old black and white drawings. All people using these standards for their swimming courses should acquaint themselves with this splendid revision.

School Nursing: A Contribution to Health Education. Mary Ella Chayer. (New York: G. P. Putnam's Sons, 1937), 329 pages, $3.00.

This book will materially assist the nurse to see her definite place and the contribution which she may make in the health education program in the public school system. The original book by Miss Chayer has been a constant help to nurses in public schools. With the newer types of nursing education and the definite emphasis being added to the need for trained nurses —who are not only trained by the hospital but also by the school of education—this book will become a textbook of value. The chapters which have been added in this revision deal with "Rural School Nursing," "Nursing in Secondary Schools," "The Nurse and Parent Education," and "Preparation for School Health Work."

Your Diet and Your Health. Morris Fishbein, M.D. (New York: McGraw-Hill Book Co., 1937), 298 pages, $2.50.

"Tell me what you eat and I will tell you what you are," starts Dr. Fishbein's most recent work. After discussing many fads so arduously publicized, he proceeds in very plain, everyday language to explode many of these theories. He then sets out to allay the "wondering" of the lay people as to the facts of diet and health. Special sections provide suggested selected diets for sensitivity, the much discussed allergy, and a number of tables of food values, caloric content, vitamin sources, minimum diets, and food values of alcoholic beverages.

First Aid Textbook. Field Staff of American Red Cross. (Philadelphia: P. Blakiston's Son and Co., 1937), 256 pages, paper 60c; cloth $1.00.

Due to the many changes in recent practice in treatments of injuries, the Red Cross has brought its teaching manual in first aid up to date. The most important changes in this book have to do with "the acceptance of the principle of fixed traction in fractures of the arm and leg." Additional minor changes have been made in the matter of clearing up the discussion for common use. The new illustrations in picture form are a tremendous improvement over the black and whites in the original book.

A Guide to Tests and Measurements in Health and Physical Education. Thomas K. Cureton, Jr. (Springfield, Mass.: Springfield College, 1936), mimeographed, 78 pages.

Cureton's thoroughness in compiling this guide is astounding. There is no branch of the field which has been slighted in the effort to include an exhaustive bibliography of the nature and scope of tests and measurements in health and physical education. A long felt need for such a work has been fulfilled.

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